THE SHAKERITE

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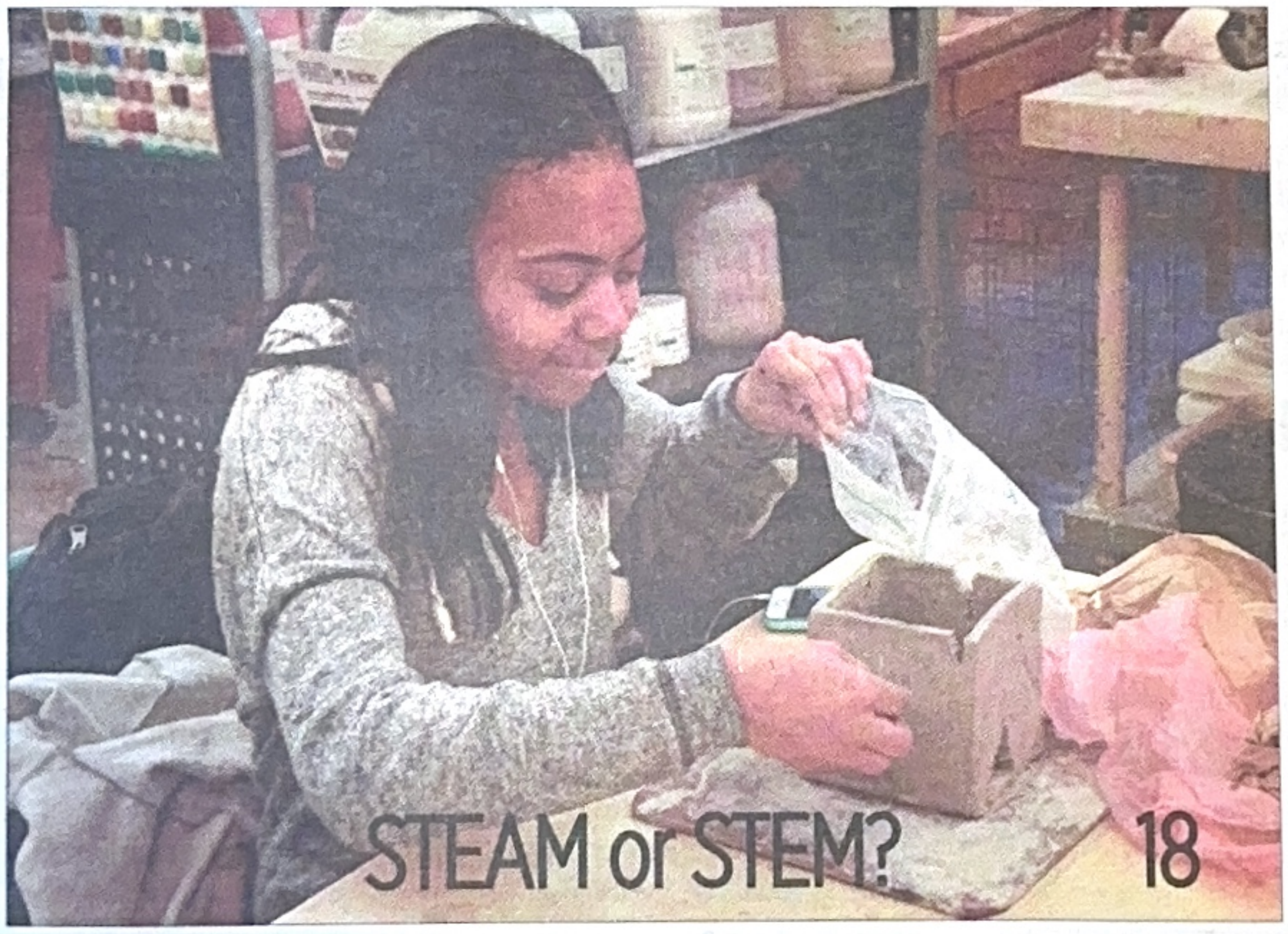
Diversifying Diversity

page 21

A year-long investigation into what it means to be diverse in Shaker concludes.



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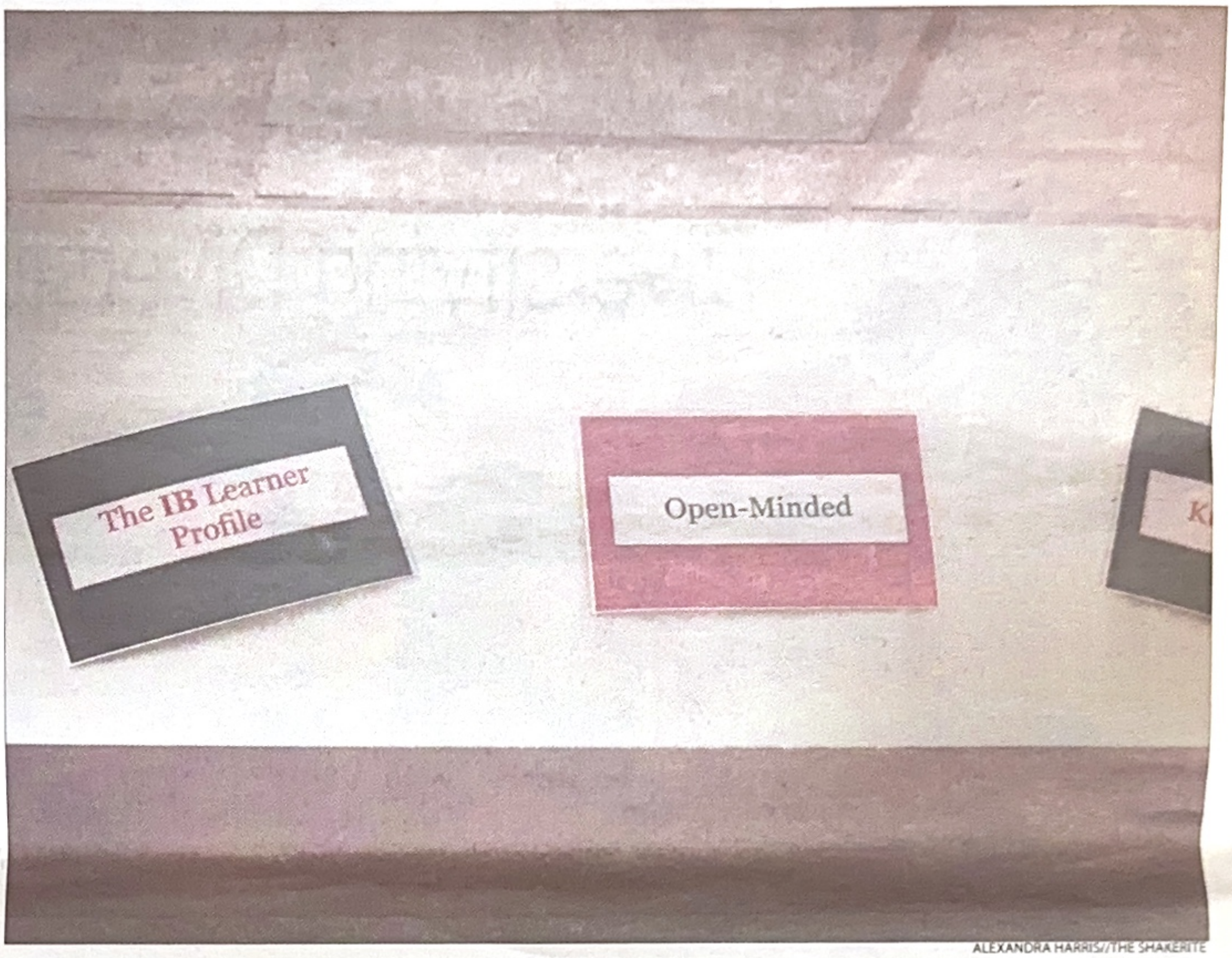
Are We Really Open Minded?

ELLA SHLONSKY PRINT EDITOR IN CHIEF
ALEXANDRA HARRIS WEB EDITOR IN CHIEF



ALEXANDRA HARRIS//THE SHAKERITE

The IB Learner Profiles hang in classrooms around the school. The posters enumerated vague characteristics, such as "knowledgeable" and "caring," and signified little to clock-watching students. However, the profile includes one attribute that Shaker should take to heart: open-minded.

For years, the International Baccalaureate Learner Profile has meant little more to students than a set of posters hung haphazardly on classroom walls.

The posters enumerate vague characteristics, such as "knowledgeable" and "caring," and signified little to clock-watching students. However, the profile includes one attribute that Shaker should take to heart: open-minded.

Shaker loves to tout the racial and cultural diversity of our student body -- and rightfully so.

Shaker sustains both traditional and creative outlets for students to celebrate different cultures, races and sexualities. We founded one of the first Gay-Straight Alliances in Ohio, we regularly send high *school students to speak to elementary school students about race relations and annually* perform Sankofa, which celebrates African-American culture. While we are not perfect, we are a unique, diverse community.

However, Shaker tends to mistake this tradition of diversity and acceptance for open-mindedness.

To be open-minded requires more than just not assigning homework on Jewish holidays and making black history month announcements on the P.A.

It's about attempting to understand and learning to respect ideals that contradict your own. Open-mindedness is about the willingness to consider new ideas -- without prejudice.

Within Shaker, we are open to our cultures and we pride ourselves on open communication.

However, there is a world outside the Shaker bubble, and not everyone in that world is going to live by the philosophy that so many Shaker students are brought up with.

This is not to make a hasty generalization about Shaker, but the consistent attitude among our community and high school student body is one of stubbornness. Specifically -- and relevantly -- when it comes to politics.

In our last Ed Note, we pleaded that the United States "dump Trump," mostly because of his narrow-minded stances on issues such as immigration and the hateful attitude that drives his campaign.

Our frustrations are with Trump and the hatred he is cultivating, not with the Republican Party.

As Trump's campaign has proved, the heart of a political party may not share the views of its candidate. It's a distinction that is important to note, yet all too often we ignore it.

It is common knowledge that Shaker is a heavily liberal city,

In fact, it is the most liberal in the state, according to a Washington Post article published last year.

We pride ourselves on this identity, but it carries consequences.

In a Shakerite survey , 37.6 percent of the 242 respondents said they view the Republican Party as "very negative," followed closely by the 31 percent who view it as "negative."

Almost 75 percent of respondents view Republicans negatively. Why?

Ironically, our lack of diversity is to blame.

We grow up surrounded by family, friends, teachers and neighbors who share the same liberal views.

This homogeneity is comfortable for most of us, but harmful to all of us as well. Students who hold conservative ideas finds themselves shut down, while the liberal majority becomes Shaker's sole voice.

So, we must ask, are we so different from Trump and those who preach what we consider closed-minded views?

We are not claiming that Shaker residents spew blatant lies and hatred as Trump does.

To be open-minded requires more than just not assigning homework on Jewish holidays and making black history month announcements on the PA, it's about attempting to understand and learning to respect ideals that contradict your own. Open-mindedness is about the willingness to consider new ideas -- without prejudice.

However, when we roll our eyes or make snide comments when a classmate tries to explain why a fetus's right to life is more important than a woman's right to choose, we are behaving hypocritically.

We cannot preach tolerance and acceptance while dismissing opposing viewpoints.

If Shaker is truly concerned with diversity and acceptance, we must make a sincere effort to do more than just tolerate diverse political thought, but actually try to understand it.

We can create as many clubs and mount as many performances as we want, but in the end, we must make an equally conscious effort to understand and respect people whose beliefs contradict our own.

"Don't judge a man until you have walked two moons in his moccasins," Sharon Creech wrote in her 1994 novel, "Walk Two Moons." It's advice all Shaker students and community members would do well to keep.

As seniors, we are told to be mindful that next year our environments, wherever they may be, will be different.

Most Shaker residents will live somewhere else at some point in their lives.

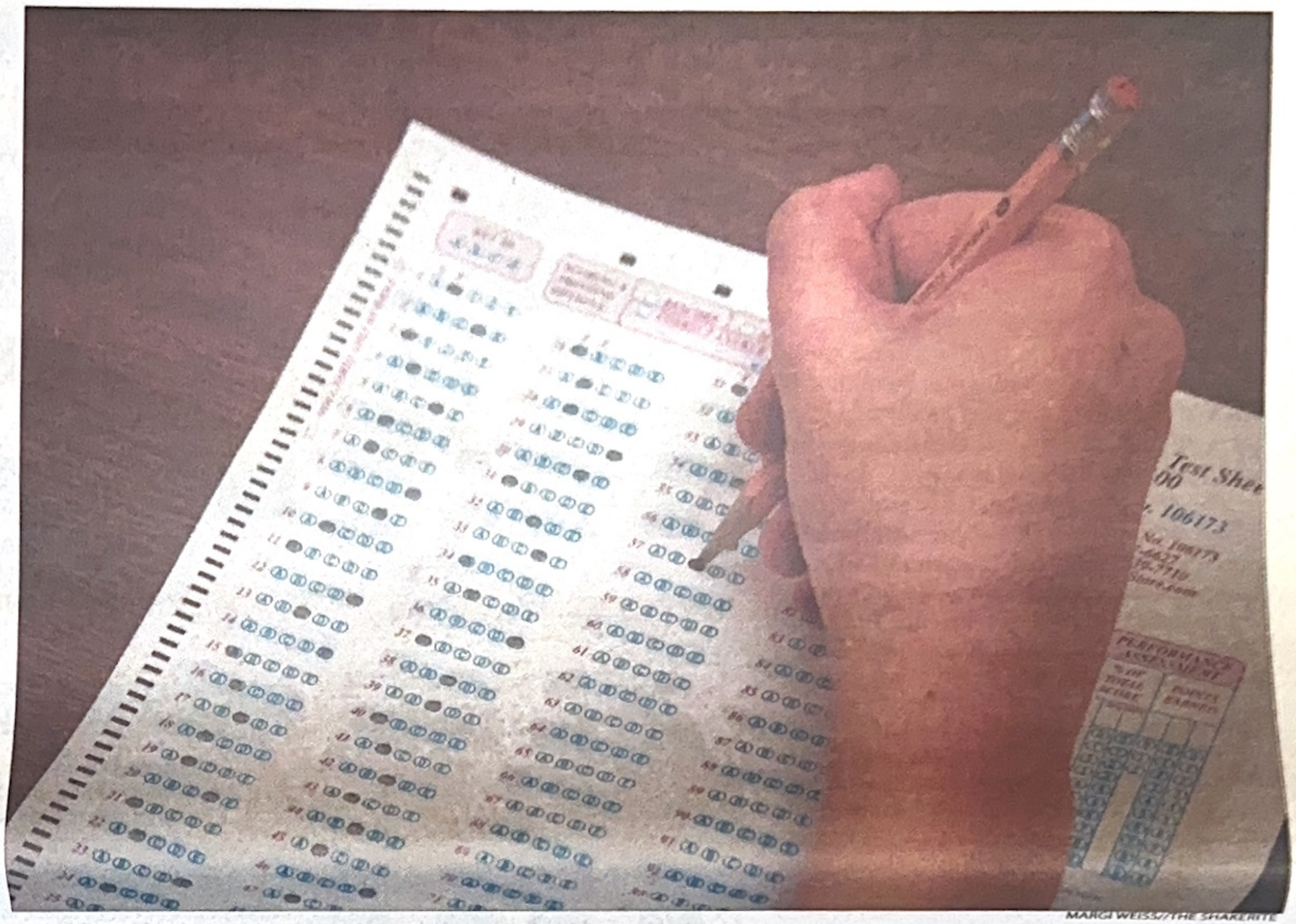
Be proud of your background and the Shaker bubble, but remain accepting of divergent perspectives.

Strive to be open-minded.

Confusion Ensues as Testing Standards Change

Last year's PARCC tests are gone, but sophomores, freshmen face battery of spring exams anyway

JULIA BARRAGATE JOURNALSIM II REPORTER



MARGI WEISS//THE SHAKERITE

Ohio law now requires students to earn graduation points by taking annual end-of-course exams rather than the tenth-grade Ohio Graduation Test.

New graduation requirements for Ohio public high school students are coming our way.

After phasing out the Ohio Graduation Test, which served as a measure of graduation readiness among sophomores for nearly 10 years, two new tests have been issued, along with confusion.

Members of the class of 2017 were the last group to take the Ohio Graduation Tests. The OGTs comprised a series of five paper and pencil exams in reading, mathematics, writing, science and social studies. Students were required to pass all five tests in order to graduate.

Ohio, along with 42 other states, adopted Common Core Standards, which, according to the Common Core website, intend to universally "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them."

Common Core originated in 2009, when state education leaders collaborated to create academic standards to more accurately reflect students' capabilities.

According to Common Core's website, "States continue to have the flexibility and authority to choose the assessment they believe is best to measure statewide academic standards. Many states have decided to work with other states to develop common assessments."

Thus, the OGTs were replaced with a new set of exams, adopted by dozens of states and designed to align with Common Core Standards. The exams were administered by the federally-funded Partnership for Assessment on Readiness for College and Careers.

> **"Since we took lots of state tests last year, I think our class is getting used to it as it seems we are the guinea pig class in the means of testing."**
>
> **FIONA BOYLE**

PARCC aims to coincide with the Common Core Standards. According to its website, PARCC "creates high-quality assessments that measure the full range of the Common Core State Standards."

The PARCC exams were designed to measure whether students met the Ohio Academic Content Standards in language arts and mathematics. In addition to these tests, which were administered in segments throughout the spring of 2015, students took science and social studies exams, administered by the American Institutes of Research.

The class of 2018 was the first to take the PARCC-administered exams. The use of PARCC in Ohio's public schools was short-lived.

After a series of dilemmas ranging from technical issues during the tests to the delayed and unsatisfactory results of the assessments, Ohio ultimately withdrew from the PARCC Consortium.

And the state of Ohio did not stand alone in its withdrawal.

In 2011, 24 states committed to taking PARCC exams, but by the time the tests actually made their debut during the 2014-15 school year, only 11 states and Washington, D.C. remained in the consortium.

Out of these 11 states, only seven plan to continue the end-of-course exams administered by PARCC during the 2015-16 school year.

Students who took last year's PARCC tests faced technological delays and additional frustrations.

"It was unorganized and chaotic the day of the test, with massive failures technologically and failures of the staff to fix those issues," sophomore Nolan Juaire said.

Sophomore Jude Hinze-Gains also encountered technological issues throughout his testing time.

"My class waited for an hour before beginning a test, and the program itself was relatively clunky," Hinze-Gains said.

Hinze-Gains said PARCC testing is an inadequate measure of graduation-readiness.

"I do not believe that the PARCC was an adequate assessment," Hinze-Gains said. "The tests were inconsistent in material. On some of them, I had never seen some of the material, and on some others, the material was too easy."

Juaire also said that the PARCC assessments included material that he had not previously been exposed to.

"A good majority of the questions were asked on the basis we were taught the whole year's curriculum, while we had only been taught a portion," said Juaire. "A good amount of the questions were unanswerable."

The state of Ohio has since replaced PARCC with a new set of examinations created by AIR.

Seven AIR tests over four years, each

worth up to five points, will be administered to Ohio high school students beginning this spring. To graduate, students must earn a minimum of 18 points. Ohio refers to these exams as end-of-course assessments.

Sophomore Mattie Conley said she believes the spread-out testing approach to be a more effective gauge of graduation-readiness than a graduation test taken during one time period, such as the OGT.

"If a test is supposed to show a student's graduation readiness, then it should be designed to give an accurate representation of student strengths and their ability to grow throughout a given year, or over a span of multiple years," Conley said.

The end-of-course tests will address language arts, math, science and social studies. Students are required to earn at least four points in the English category, four points in math and six points in science and social studies throughout their high school careers in order to meet state graduation requirements.

Freshman Eliana Sosin, who is a member of the first graduating class that will fully participate in the new system, said she finds testing in several subject areas to be beneficial.

"I think it's good that they test you on a *wide variety of subjects, so if you are better in one area, then you can make up for your score in another subject area,"* Sosin said.

However, some students, such as sophomore Emma Duhamel, predict that the system of taking more than one test, such as that of the AIR assessments, will be inevitably troubled.

"While it seems like [the administration has] addressed a lot of concerns and flaws from before, I think that the system of taking multiple tests will always have some flaws," said Duhamel

The Ohio Department of Education also offers two alternative ways for students to meet graduation requirements. Students may earn a remediation-free score on a national college entrance exam such as the ACT or SAT, or earn an industry credential and pass a corresponding workforce readiness assessment. Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take a college entrance exam.

Ohio recognizes 13 broad career fields in which students may be trained en route to earning an industry credential. A student must complete courses in one career field, aiming to earn 12 points to meet Ohio's requirement.

After earning the industry credential, the student must pass an exam on WorkKeys, a program powered by ACT, that indicates the student's graduation readiness.

The WorkKeys assessment comprises three sections; reading, applied mathematics and locating information. For students in the classes of 2018 and 2019, students must earn 13 points, with a minimum of three points in each section. Students in the graduating class of 2020 and beyond must

Graduation Testing Over The Years

Who's Taking Which Test?

Class of 2016: Ohio Graduation Test

Members of the class 2016 were given the Ohio Graduation Test, a five-subject paper and pencil exam administered sophomore year.

Class of 2017: Ohio Graduation Test

Members of the class of 2017 were given the Ohio Graduation Test, a five-subject paper and pencil exam administered sophomore year.

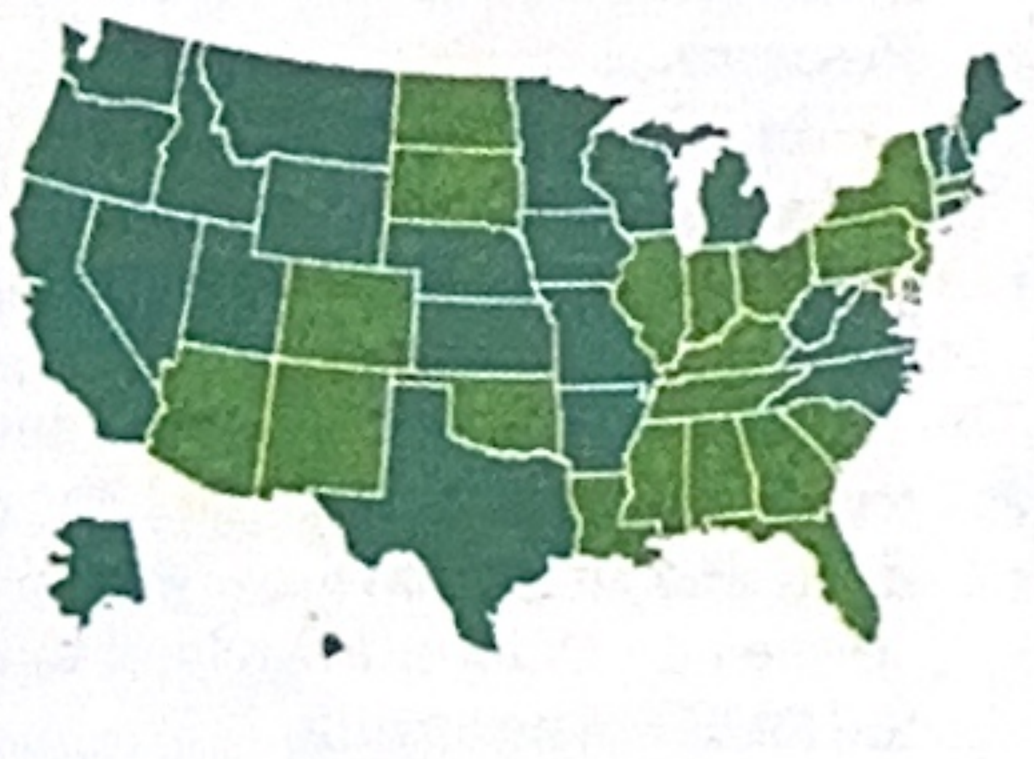
Class of 2018: PARCC and AIR

Although the PARCC assessments were given last year to the class of 2018, they will now be taking a series of AIR assessments throughout high school.

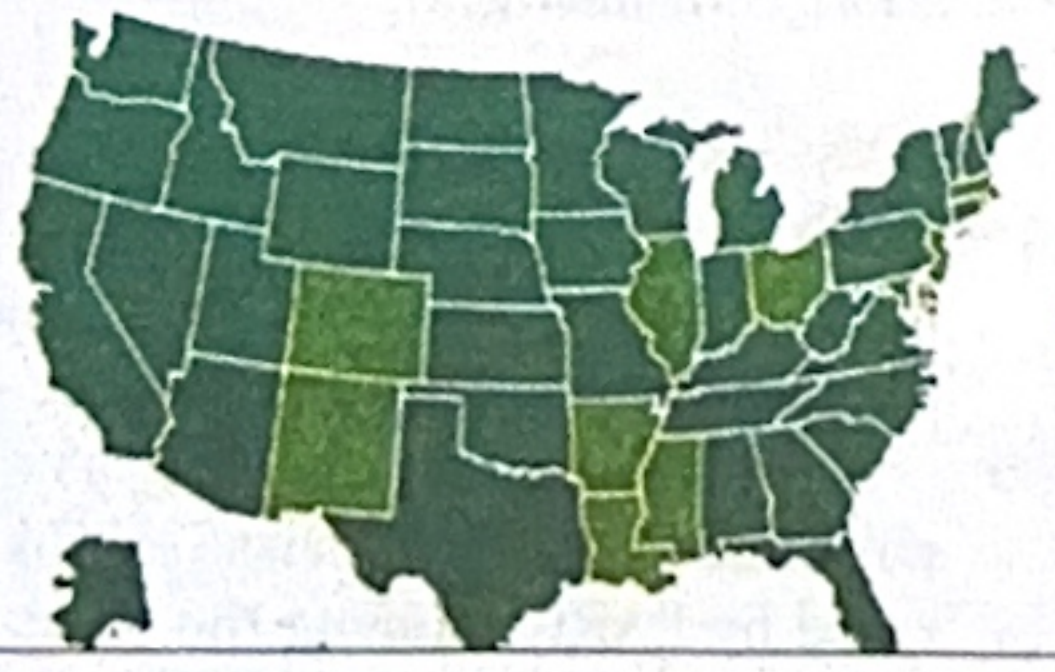
Class of 2019: AIR

The AIR assessments consist of seven end of course assessments and will be given to the class of 2019 and beyond.

Which States Abandoned PARCC?



24
States
In 2011 planned to administer the 2014-15 PARCC test



11
States
Followed through with the administration of the 2014-15 PARCC tests.

GRACE LOUGHEED//THE SHAKERITE

earn 14 points.

For those enrolled in Advanced Placement or International Baccalaureate courses, AP and IB exam scores may fulfill graduation requirements.

Any AP or IB exam score above two will earn a corresponding number of graduation points.

Shaker students are still required to earn a minimum of 20 credits before graduating, in addition to completing one fine arts course and one economics course.

Although these alternatives are offered, most students will take AIR end-of-course assessments to meet Ohio's graduation requirements.

Sophomores who took the PARCC exams last spring may have earned graduation points, depending on their scores. Sophomores will acquire their remaining graduation points by taking AIR end-of-course exams.

The class of 2019 will be the first whose graduation is governed fully by the new system.

Freshman Fiona Boyle said she believes the class of 2019 has adapted to such frequent testing.

"Since we took lots of state tests last year, I think our class is getting used to it, as it seems we are the guinea pig class in the means of testing," Boyle said.

SHAKER HEIGHTS CITY SCHOOLS

The classes of 2016 and 2017 are the last to take the Ohio Graduation Test. The classes of 2018 and beyond must pass annual end-of-course exams, or qualify for graduation through alternative means such as earning a remediation-free score on a national college entrance exam.

Juaire also said he doesn't believe the new AIR tests will bring significant changes.

"Any alternative the state proposes will be not much better or worse than the previous attempts to assess us," Juaire said.

The AIR assessments will be administered technologically, similarly to PARCC.

Junior Norah Clark, who was a member of the last graduating class to take the pencil-and-paper OGT, said such graduation tests are better taken offline.

"Paper and pencil tests are just more reliable and often easier than having to stare at a computer screen for the duration of a test," Clark said.

Because of Shaker's technological problems, taking computer tests may not be easily achieved, according to Clark.

"Schools like ours don't have the best computers, and our WiFi isn't always reliable, so when there are a ton of kids taking a test, there are bound to be technical difficulties that delay the whole testing process and waste both students' and teachers' time," Clark said.

Senior Sarah Tibbitts, who also took the OGT, said taking a written test is more productive than a computer assessment, because of potential technical difficulties.

"I think old-fashioned pencil and paper is better, given how many technical difficulties there seemed to be with the online version," Tibbitts said.

In light of the frequent delays that occurred throughout PARCC testing last spring, high school testing coordinator Karen Slovikovski said that Shaker staff have worked together in order to prevent potential issues with the AIR end-of-course assessments.

"There is always a chance there will be issues with testing," Slovikovski wrote in an email interview. "The Shaker testing staff and the Shaker tech staff have been working together to decrease the chances of a major delay. We have also been in contact with the tech staff at Air. Everything possible is being done to ensure a smooth test administration."

The district is also making efforts to communicate with parents and students about the new testing system.

In December, guidance counselors met with their ninth- and tenth-grade students to address the new requirements. On Jan. 26, testing coordinator Karen Slovikovski, guidance counselor Eileen Blattner and Director of Research and Accountability Dale Whittington met with parents of 9th and 10th graders to review these requirements.

Information regarding testing is linked on the district website, as is a description of which grades will be participating in the new system, and which grades need passing OGT scores to meet their respective graduating requirements.

Students also had additional conversations with their guidance counselors during course scheduling in order to clarify any confusion.

In spite of these efforts, some students still felt as though the shift was not clearly communicated.

"I feel as though a little more communication from the school concerning exactly what will be expected of us, instead of generally what would be happening, may have been a little more helpful," sophomore Mattie Conley said.

"Everything possible is being done to ensure a smooth test administration."

KAREN SLOVIKOVSKI

Sophomore Chad Hamilton said that he believes better district communication is necessary to prepare students.

"Obviously we need to communicate earlier so if kids want to practice for these tests, they can, in order to do the best they can," Hamilton said.

Practice end-of-course exams are included on the Ohio Department of Education's student practice site.

The website allows students to log in as a guest user, select their grade and choose which end-of-course exam they would like to practice. Each high school practice assessments may be taken up to 50 times.

High school students are not the only ones capable of practicing assessments on the practice website. Practice assessments are offered for students in grades as young as kindergarten.

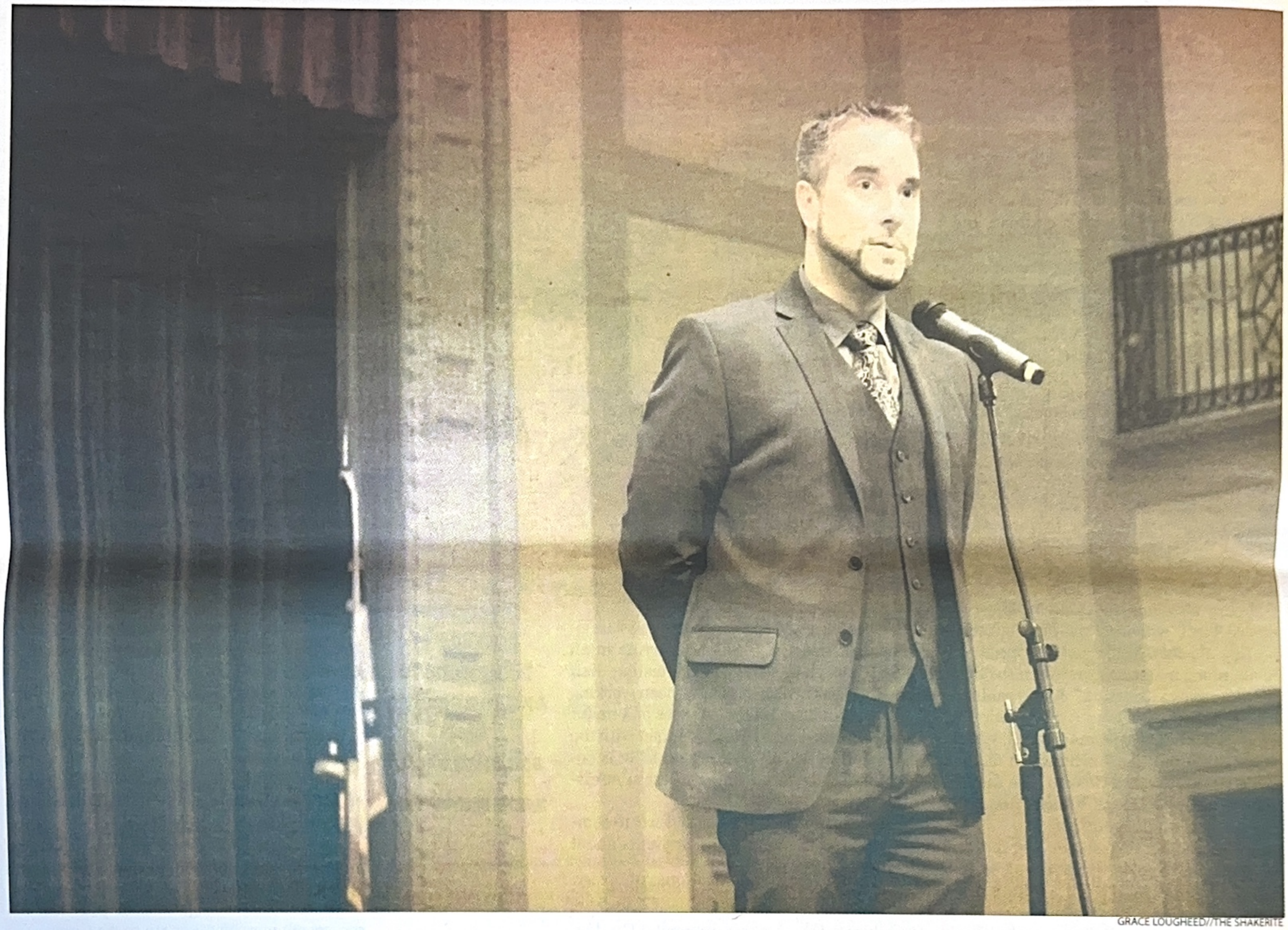
English teacher and member of Test Mania group Jody Podl commented on the frequent changes to graduation testing.

"Students who graduate in 2018 are being held to graduation requirements that have been in flux for some time now. It's kind of like flying a plane while it's being built, and that is not something I would want to do," Podl stated via email.

Podl also stated that the new testing still leaves unanswered questions.

"I still don't think we've really addressed a few huge questions: What matters? What is it that students should know and be able to do," wrote Podl. "Those aren't easy questions, and there aren't easy answers for them."

HS Principal Choice Causes Controversy



GRACE LOUGHEED//THE SHAKERITE

Springfield High School Campus Director Jonathan G. Kuehnle speaks with community members, parents, students and staff on March 7.

Kuehnle Set to Inherit Divided High School Community

EMET CELESTE COHEN AND JULIA BARRAGATE
JOURNALISM II REPORTERS

The matter of the next principal of Shaker Heights High School was highly contested, and the decision controversial.

Dr. John Morris, Shaker Heights Teacher's' Association president, said that more than 80 percent of the teachers supported current Interim Principal James Reed III to continue as principal in coming years.

Many students, however, favored Jonathan Kuehnle, who was appointed March 22.

Senior Mikala Mahoney said she supports the decision to hire Kuehnle. "I feel as though the hiring of Mr. Kuehnle was a good move for the district because of the fact that his intention to stay for a long period of time is what will ensure growth within the district," said Mahoney.

Mahoney also shared her hopes for the new principal.

"I hope that Kuehnle will preserve the large amount of opportunities for students to expand upon their learning," she said.

Kuehnle currently serves as campus director at Springfield High School in Springfield, Ohio, southwest of Columbus.

He previously served as principal of Circleville High School for three years, during which time the school's graduation rate and state report card rating improved.

Before that, he was assistant high school principal and athletic director for three years for the Wellston (Ohio) City Schools.

> **"I'm very confident about the decision and having Mr. Kuehnle come and join the team."**
>
> **GREGORY HUTCHINGS**

He earned a superintendent's license from The Ohio State University.

Kuehnle will replace Reed, who retired from Cleveland Heights High School at the end of the 2014-15 school year.

Reed came out of retirement in July to serve as interim principal of the high school after the district failed to find a principal in time to replace Michael Griffith, who resigned after 15 years in the office to become headmaster at the Ratner School.

The search for a principal concluded March 22, when Superintendent Gregory C. Hutchings, Jr. publicly announced Kuehnle's appointment.

"I'm very confident about the decision and having Mr. Kuehnle come and join the team," Hutchings said. "I came to the decision from using the feedback from the community, using the leadership profile we established last spring to kind of guide the decision making and to identify all those contributing factors to make Mr. Kuehnle the best choice for Shaker Heights High School."

The Shaker Heights Teacher's Association published a letter March 7 in support of Reed early in the search process, before Kuehnle was selected as finalist. "In his time at Shaker Heights High School, Mr. Reed has created a positive, responsive, professional, and forward-thinking environment that has provided much needed stability to our teaching and learning environment," the letter stated.

The SHTA outlined nine factors explaining why Reed was fit for Shaker.

Among them, establishing attendance and tardy policies were at the top.

Paul Kelly, high school social studies teacher, pointed out a problem with replacing Reed.

"It's sad that at a time when we needed a role model for African-American young men, we had that, and he will no longer be here," he said.

Hutchings encouraged the hiring of more African-American male teachers at the State of the Schools address Feb. 29.

Hutchings expressed a concern during the address that only about 3 percent of teachers at Shaker are African American – reflecting nationwide numbers.

He hopes to bring that number to 6 percent in the near future, through the African American Male Teacher Initiative, a partnership with Howard University designed to bring male African-American teachers to the district.

Guidance Department Chairwoman Eileen Blattner also expressed a wish for Reed to remain principal. "If it was up to me, we would not have done a search. We would have just continued going with what we had," Blattner said.

"We worked out all the kinks that we had at the beginning of the year. I think he's done an outstanding job."

"He's cleaned up our halls, the tardy policy is much better than it's ever been ... as far as the overall climate of the school, it's much improved," Blattner said. "I don't think the students are well aware of all that."

On March 9, two days after the SHTA's endorsement of Reed, The Superintendent's Student Advisory Committee published a letter signed by every member of the committee supporting Kuehnle.

"Mr. Kuehnle's dynamic and inquisitive personality, paired with his broad and deep knowledge of the problems that face our education system today make him, in our eyes, a perfect fit for the principalship here at Shaker," the letter stated.

The SSAC outlined nine of Kuehnle's "distinguishing factors," including his leadership skills, as well as his accomplishment in increasing Springfield High School's graduation rate by 14 points.

Trisha Roy, a sophomore, is a SSAC member. "I'm happy with the choice of Mr. Kuehnle," she said.

"He has been involved in and initiated many programs that will help decrease the achievement gap along with increasing the graduation rate."

Senior SSAC member Kyle Boyle was also impressed. "I'm excited to see what Mr. Kuehnle will do in the long run, especially after learning about all that he accomplished in his former school district," she said.

"In the interviews, he mentioned numerous things, like raising the graduation rate, providing more things for special education and increased communication," said junior Kristi Seman, another student on the committee.

Blattner said she was not impressed with the students who signed the letter in support of Kuehnle.

"I'm not sure that the students understood the whole ramifications of everything," she said. "It's like if someone said, 'You want a new mother that's not going to make you set your bed, get up on time and do all these things?' "

SHAKER

Kuehnle currently serves as campus director at Springfield High School in Springfield, Ohio, southwest of Columbus. He previously served as principal of Circleville High School for three years, dramatically improving the school's graduation rate and state report card.

> **"I'm not sure that the students understood the whole ramifications of everything. It's like if someone said, 'You want a new mother that's not going to make you set your bed, get up on time and do all these things?'"**
>
> **EILEEN BLATTNER**

Shortly after teachers and students expressed opposing views, Hutchings announced that Kuehnle would assume the principalship.

"I think Hutchings' choice of Kuehnle was kind of surprising considering the entire teachers' association endorsed Reed," sophomore Drew Hubbard said.

"I respect our teachers' opinions, but I also know that the Board of Education reviewed the finalists, and the students were pretty vocal in their support of Kuehnle," said high school parent Beth Pollack.

Annette Himes, co-president of the PTO, said she supported both candidates. "I don't see this as a controversy as to one or the other at all," she said.

"he decision's been made," English teacher Jody Podl said, "but we are professionals and we're going to move forward and we're going to work with anyone who comes into this building because that's our job."

Print Managing Editor Nora Spadoni and Campus and City Editor Yasmine Kayali contributed reporting.

Want to join The Shakerite?
Of course you do! Not sure? Here are some perks:
- ask the tough questions and get the answers
- see your name in an award-winning news source
- take trips to big cities

Tell your counselor you want to take Journalism I.

AUDIE LORENZO//THE SHAKERITE

Seniors Layla Joseph and Jean Feng work on an assignment in AP Physics C: Electricity & Magnetism. In 2015, 17,378 male students took the Physics C Advanced Placement test, but only 5,411 females, a 3:1 ratio.

The Gender Gap: Real Problem or Relic?

Despite growing numbers, girls still underrepresented in STEM

NORA SPADONI PRINT MANAGING EDITOR

The statistics don't look that bad, from a distance. Sixty-four percent of high school Advanced Placement science students are male. Thirty-six percent are female. Not terrible. Right?

Certainly, the gap could be worse. And historically, it has been. But it persists -- at a time when the nation grows ever more concerned about its ability to educate enough science and technology workers.

"There's almost a divide," said Megan Dora, a chemistry and environmental science teacher. "Especially in engineering, physics, chemistry."

What causes the divide?

"It's the way society has shaped a female student to be," said sophomore Emma Ponitz. "Girls feel like they are supposed to be better at social studies or English, so they hold back from signing up for higher maths and sciences."

Since I was a student in freshman physical science, I felt outnumbered. Competition with the boys had always come naturally; it was accepted and encouraged. But throughout middle school and into high school, the ranks of girls in my advanced math and science classes dwindled. Those of us who were left quickly realized that it was best to fly under the radar.

We, as a society, like to congratulate ourselves for how empowered women have become, how many doors have opened for them in this day and age. But right in the middle of Women's History Month 2016, I'm still finding myself on one side of a mammoth gender gap. It's not about the disparaging lack of women in STEM fields, it's not even about the wage gap. It's about the fact that girls comprise less than a third of my chemistry class. How can we begin to close the wage gap if we can't close the high school math and science gender divide? The gender gap is very real, and it's time to have a conversation about it.

For an article published by The Shakerite nearly a year ago, I spoke with Lisa Damour, director of the Laurel School's Center for Research on Girls, to find out how self-esteem may account for the dismal male-female ratios in high-level math and science classes.

Right in the middle of Women's History Month 2016, I'm still finding myself on one side of a mammoth gender gap.

"When girls are feeling self-conscious about their bodies, it makes them uncomfortable and distracted and actually hurts their academic studies," Damour said.

In that article, I may have identified one root of the problem. But how does the gender gap in higher math and science classes manifest itself, and what long-term effects can it have?

James Schmidt, who teaches AP Physics C: Electricity & Magnetism, said that "the most disturbing thing . . . I have heard" was female students calling themselves less than capable in these fields.

Blaire Volbers, IB HL chemistry teacher, shared her experience as a woman in science. Volbers attended Case Western Reserve University. "I was in the engineering program," she said. The lack of women "was blatantly obvious."

"Biology seems about even," said Volbers. She's right: in 2011, women earned 58 percent of bachelor's degrees in biology. However, Volbers has noticed gender disparities in classes such as IB HL math, BC Calculus and Engineering.

Although both Volbers and Dora cited AP Environmental Science and Biology as more level playing fields for girls, Dora added, "I don't want to call those softer sciences."

Engineering and computer science are often considered "hard sciences" because they involve more math and less conceptualization. According to boston.com, job opportunities in engineering and computer science could nearly double in 2016. However, in the workplace, women comprise fewer than one in 10 employed scientists and engineers. Even more disquieting, girls are actually outperforming boys on high school engineering tests, such as the National Assessment of Educational Progress.

"It does help," to have more female math and science teachers, said Volbers. "I remember having female teachers, seeing someone who's done it."

Schmidt agreed. "Drawing women and girls to the fields of mathematics and science has been a driving force in policy and educational outreach for the past 20 years that I have been an educator," he said.

Although all AP science teachers are male at the high school, there are three female IB science teachers.

"When I started here, there was only one female teaching chemistry," Dora said. That teacher?

"I've worked in Shaker 30-plus years," said Kathy Brown, who has taught everything from General Biology to AP Chemistry. "Since I started here, people have said, 'You are a role model.'"

"I feel there are more girls taking science classes," said Brown, who chalks this up to increasing numbers of female science teachers in Shaker and nationwide.

"Women in science are more visible. Mass media is one of the more educating aspects of our country, and it's depicting more women in science," she said.

I followed up with Damour, who just published her book "Untangled: Guiding Teenage Girls Through the Seven Transitions Into Adulthood," to find out if mass media had improved the gender divide since we last spoke.

"We have some evidence that this is true," she said. "Girls can suffer from the negative stereotype that 'science is for boys' and we can counteract that stereotype by using media messaging to celebrate female scientists. Unfortunately, the media can also propagate the 'science is for boys' stereotype."

Khrisarean Irons works on constructing a roller coaster in engineering class. Women received eighteen percent of bachelor's degrees in engineering in 2011. However, girls regularly outperform boys on high school engineering tests, such as the National Assessment of Educational Progress. Bachelor's degrees in engineering, as well as computer science, are least often awarded to women.

The actual male-female ratio in high-level science classes, especially AP Physics C: Electricity & Magnetism, remains depressing. Brown was able to share statistics from 2012, when five boys enrolled in this class for every one girl, to 2014, when the ratio was slightly better, at 9:2.

Even more problematic, these numbers don't differ too sharply from national averages. In 2015, 17,378 male students took the Physics C Advanced Placement test, but only 5,411 females. This is a ratio of about 3:1.

So, we've laid out dire statistics and doomsday predictions, but what steps can we take toward definitively closing the gender gap? Superintendent Gregory C. Hutchings, Jr. argued that change begins with the schools.

"We need to focus on all students, and that includes our female students in Shaker schools," he said. Hutchings cited hiring and retention practices as a means of attracting more female science and math teachers to Shaker, but also said that, in general, "the *more we talk and listen to our students, the better off they're going to be.*"

"Drawing women and girls to the fields of mathematics and science has been a driving force in policy and educational outreach for the past 20 years that I have been an educator."

JAMES SCHMIDT

During two interviews with Hutchings, he extolled the willingness of the administration to listen and interact with students, especially young women.

However, Ponitz said that the district's focus is not broad enough. "The administration's concerns regarding the makeup of high-level classes are more focused on the racial gaps than the gaps between male and females because [the former] are more apparent," she said.

I'm beginning to see improvement, too. Already, girls are more outspoken as their numbers grow in high-level math and science classes. There is a new generation of girls that are closing the gender gap, but we can't do it single-handedly. Hutchings mentioned the Woodbury Robotics Club, where girls make up nearly half the team.

"Getting the girls empowered to be a part of Robotics Club at Woodbury may lead to them pursuing it at the high school," he said. "I think the younger we provide that foundation to them, the better they will be off later."

The goal is not to force any young women onto a math and science track. The goal is to present it as a more viable option, to encourage it, to normalize women in science.

Schmidt said, that "while students might not select math and science fields for themselves, they at least can hopefully see that these fields are not more for one sex over the other, but for anyone with an interest."

"I think that for our young ladies," Hutchings said, "I hope that we're establishing an environment that they leave us and feel empowered. Every contribution we can make, to humanity and to the world -- that is going to benefit everyone."

Seniors Joe Espy and Josh Goetz work on a project during AP Physics C: Electricity & Magnetism. In 2014, the male-female ratio in this class was 9:2.

Bernie Sanders Enthralls Shaker's Young Voters

Sanders' far-left ideals appeal to liberal Shaker Heights students, yet some remain uncertain about how his goals will be executed

ANDREW MOHAR AND MAGGIE SPIELMAN JOURNALISM II REPORTERS

MAX MARKEY//THE SHAKERITE

Bernie Sanders speaks at an event in Cleveland Nov. 16. *Bernie Sanders was the favorite in a Shakerite survey, with 43.8* percent of the students surveyed perfering him as the Democratic presedential candidate.

It's official -- Shaker Heights High School students are feeling the Bern, along with liberal teenagers and young adults across the United States.

Even though he didn't win Ohio, Bernie Sanders has dominated the youth vote in the early primaries and caucuses. Sanders commanded 84 percent of young caucus-goers under the age of 24 in Iowa, according to a Quinnipiac-conducted poll, to no surprise because of his promises of free public college tuition.

Sanders has won seven of the last eight states and 15 states overall , including New Hampshire, Oklahoma, Vermont, Minnesota, Nebraska, Michigan, Maine, Kansas, Colorado, Washington, Alaska, Idaho, Utah, Hawaii and Wisconsin. Sanders has also closed Clinton's large delegate lead and now only trails her by 252 pledged delegates.

Shaker students have demonstrated interest in Sanders' self-proclaimed democratic socialist, anti-establishment campaign over Twitter and other forms of media. Eighty-one percent of the population of Shaker Heights voted for Barack Obama in the 2012 presidential election, and Business Insider ranked Shaker Heights the most liberal city in Ohio in 2014. Thus, to many, Shaker's infatuation with Bernie Sanders is unsurprising.

"I think Bernie is popular among young voters because this generation is a lot more progressive. We're breaking from tradition in our beliefs and ideologies, and Bernie is doing the same with his politics," senior Amani Hill said.

Sophomore Anna Sternberg feels connected to Sanders. "Bernie addresses issues in his campaign that are aimed towards young America," she said. "Democratic youth that can vote in this country are drawn to the issues he supports, because he is purposely relating to them."

Senior John Albayrak hopes to support a genuine candidate. "I want a progressive. We've had the same stuff for as long as I can remember," said Albayrak. "Hillary Clinton is just an empty suit and a political puppet, and I feel like we need someone genuine such as Sanders."

Albayrak also noted some areas of concern regarding Sanders. "We don't know his official stance on foreign policy," he said. "So that is a little bit hazy."

Senior Jean Feng, also a Sanders supporter, described Sanders' policies with which she agreed. "He wants to raise taxes on Wall Street. Just a tiny tax increase would make a huge difference in the role of money in politics," she said.

Sophomore Sophie Browner described Sanders' appeal. "I agree with Bernie Sanders and his initiatives, however, I believe that due to the largely [Republican-controlled] Congress, a lot of his initiatives wouldn't get passed," she said. "I think he is a lot more energetic than Hillary -- he gets the crowd excited and seems very genuine about everything he says."

Senior Eva Holtkamp prefers the Democratic candidates of the upcoming election and she is supporting Sanders, but she believes that both candidates are very similar.

"What it came down to for me was authenticity, ambition and consistency. Bernie has plans that are already implemented in nearly every other economically developed country, and his pragmatic attitude is what I feel America needs. He has an incredible track record, and I really admire that about him as a leader," Holtkamp said.

Holtkamp explained that she feels Clinton may lack support because young voters see her as distant from their struggles, while simultaneously taking interest in Sanders' policies. "I feel as though a lot of young voters see through Hillary's 'hip' façade," she said. "But beyond this, Bernie has many plans, such as free tuition at public colleges paid for by a speculation tax on Wall Street, that appeal to young voters because he is understanding of their personal struggles."

Holtkamp also believes that there are potential downsides to a Sanders administration, especially in foreign policy. "I definitely think that he has less experience with foreign policy than Hillary, because of her time as secretary of state. The only other major downside I see [is] the difficulties he may have passing legislation through Congress," she said.

Senior Paige Anderson offered a similar view of Sanders administration. "I'm not sure if he could get all of his plans through Congress," she said. "But he would at least try to make an effort to and would probably expose the corruption in [the U.S.] political system, as he already has."

Sanders has exposed the corruption of the election race, and the billionaires funding and practically owning the political parties, according to Politics USA.

Holtkamp believes that Sanders' proposal of free college tuition is reasonable.

"Being a senior in high school, I have come to understand that college is truly priced as a luxury when, in many cases it is viewed as a necessity," she said. "Bernie's plan to make college more accessible is something that most other economically developed nations implement in one way or another, and we must begin to follow in their footsteps."

However, Anderson also said that Sanders is a more compelling. She said, "He seems like a genuine candidate, and he has had consistent views throughout his career as a politician, compared to Clinton."

By the #s

74

Bernie Sanders' age. If elected, Sanders would be the oldest president.

42.7

Percentage of votes Sanders captured in the Ohio Democratic Primary. Even though he lost to Hillary Clinton, the race was close.

16

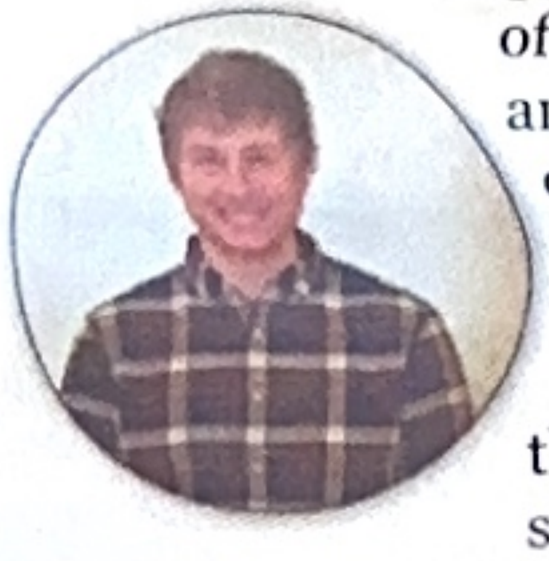
Years that Sanders served in the U.S. House of Representatives.

2

Number of terms Sanders has served as a Vermont senator.

Republican Struggle in the Shaker Bubble

How one of Shaker's smallest political minorities, Republicans, feel about living in one of the most liberal cities in the United States



Ned Weingart
Raider Zone Editor

Republican. It's one of the worst words you can utter in the liberal-dominated establishment that is Shaker Heights High School. Shaker is diverse in many areas, but political ideology is not one of them. This can leave students who possess more conservative political ideals feeling overlooked.

"As a Republican, I feel like I'm part of a small minority group and that it is hard to express my political views, because it seems everyone disagrees with me automatically and doesn't take me seriously," said freshman Keenan O'Toole. "Especially considering that the vast majority of Shaker is Democrat, and has opposite views of myself and most Republicans."

Senior George Schmidt agreed that there is a lack of diversity when it comes to political thought.

"The thing about Shaker that bothers me is how Shaker prides itself on diversity and toleration but when someone, like me, has a different opinion, they immediately jump on it and attack it," Schmidt said. "Shaker should also stress diversity of thought, not just racial diversity."

Freshmen Britt Anderson believes that Shaker students are heavily influenced by their parents and need to figure out their own political views.

"Most people like to argue with me just because their parents influence them one way and they usually have no concept of the alternative view," he said. "My parents have influenced my political views but I am definitely willing to listen to the other side, and a lot of kids who I discuss politics with aren't willing to do that."

Anderson also believes that his classmates see him differently because of his political views.

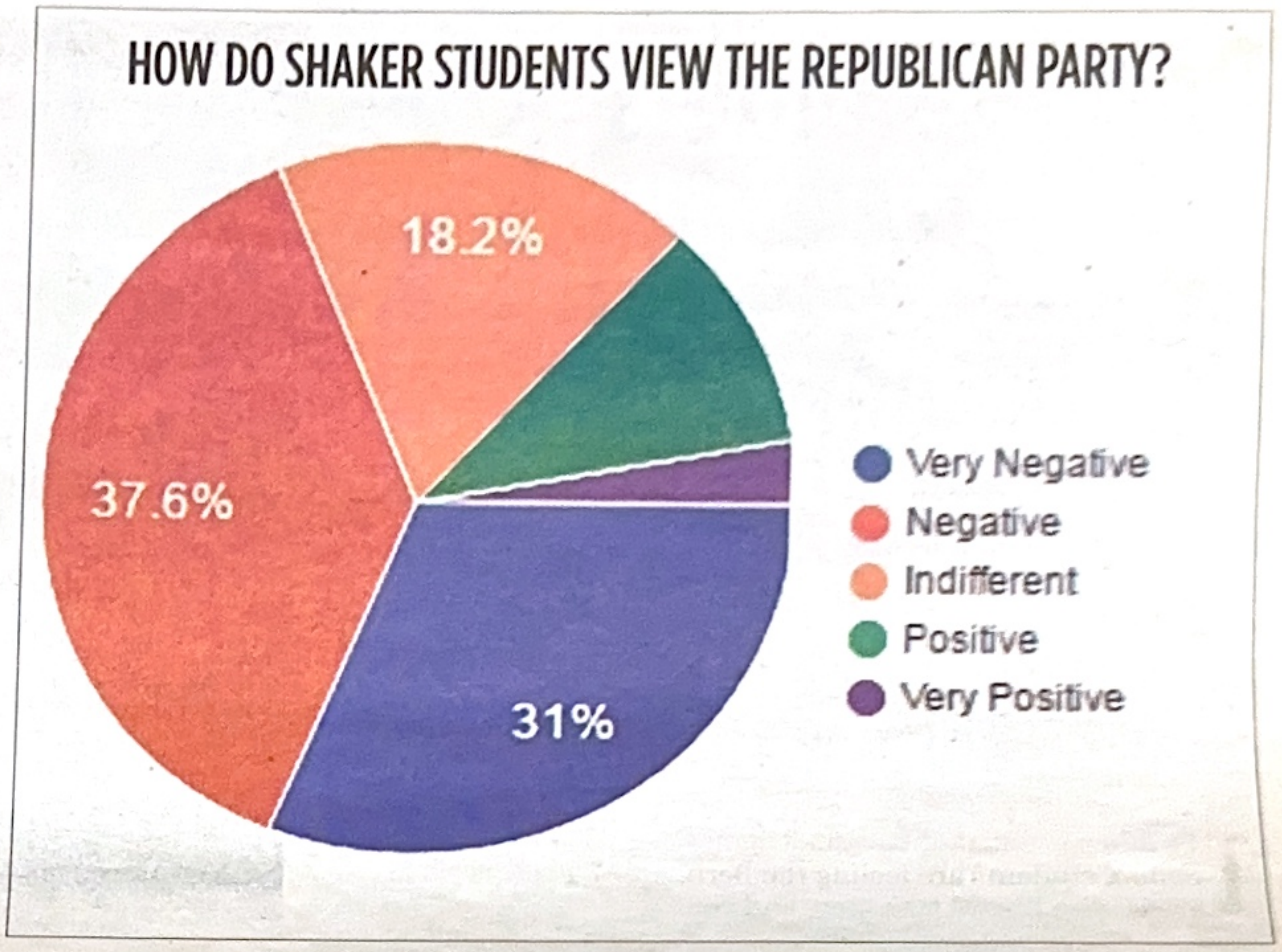
"I think people think of me as less and that people look at me differently, because their parents tell them that Republicans are bad and they think: OK, well Britt is a Republican, so he must be bad, too," he said.

Although Schmidt is proud of his political views, he believes trying to stick up for his views is pointless in Shaker's environment.

"I've learned that it's impossible to argue politics with people, when almost all the Shaker student body disagrees," Schmidt said. "I basically don't bring it up anymore, which really is not the way it should be. I, and everyone in the school, should be able to express my opinion without being immediately shut down."

> **"Shaker prides itself on all these kids with different ethnic backgrounds, but most of them have very simiar, not diverse opinions or ways of thinking."**
>
> **GEORGE SCHMIDT**

See Ed Note on page 2.



In a survey conducted by The Shakerite, 242 Shaker Heights High School students responded with their views on the current prominent political parties. As seen, a majority of students view the GOP negatively.

"There have been times in my English classes where certain people will wait for me to say something political, no matter what it is, just to suddenly dismiss it," Schmidt said. "How can you shoot down an opinion before hearing it?"

Social Studies teacher Bryan Elsasser believes that students should be able to express their political views without being ostracized.

"I find it a lot more effective for a classroom to be made up of multiple viewpoints, because it creates a discussion and forces people to examine their own viewpoints," he said. "If people are just exposed to one point of view, then it is likely that they will think that that point of view is always right.

"In the past, my more conservative students have been the most appreciative of the way politics are discussed in my classes," Elsasser said, "because they feel as if it gives them a place to share their side of the story without feeling like their views are illegitimate."

For Schmidt, it's not about wishing there were more conservatives in Shaker, but about Shaker becoming more open to different schools of thought.

"I don't necessarily think having more conservative thinking would make Shaker 'better.' I think what would be best is for Shaker to make a much bigger effort to stress diversity of thought," he said.

"Shaker prides itself on all these kids with different ethnic backgrounds, but most of them have very similar, not diverse opinions or ways of thinking," Schmidt said. "If Shaker was open to all opinions, like they say they are but really aren't, the school would function much better."

Social Studies teacher and IB Diploma Programme Coordinator Tim Mitchell said Shaker teachers typically align with the community's political views.

"I think that the staff that is hired by the administration here is usually pretty reflective of the Shaker community, and it's not a secret that the majority of the Shaker community is left of center in terms of their politics," he said.

Mitchell also said that Shaker has work to do in terms of more diverse schools of thought.

"I think we have a long way to go in order to reach a meaningful dialogue in terms of the pros and cons of conservative ideas. A lot of folks around here make quick assumptions to the left on every political issue, which I think hurts the overall political dialogue in the school and can lead to a more closed-minded community," Mitchell said. "Having said that, I'm not one to go out of my way to defend conservative ideas."

In a recent Shakerite survey of 240 students, 68 percent of respondents said they hold a negative or very negative view of the Republican party, and only 2.9 percent said they had a "very positive" view of the Republican party.

In the same survey, 71.9 percent of respondents said they supported either Sen. Bernie Sanders or former Secretary of State Hillary Clinton for president. The highest Republican vote-getter was Gov. John

AUDIE LORENZO//THE SHAKERITE

Junior Ryan Wheeler *speaks to Shaker students at a Shaker Heights High School Republican Club meeting . Wheelers started the club in 2015 and it has more than 30 members.*

they supported.

O'Toole wishes Shaker could be a place where alternative viewpoints are accepted without judgement.

"This would make Shaker a more accepting community for all, but I don't think that could happen in the near future," O'Toole said.

O'Toole, who comes from a conservative family but believes hearing other viewpoints can be beneficial, believes too many of his friends' political views come, spoon-fed, from their parents and don't recognize other points of views as being legitimate.

"I believe a lot students just form their opinions based off what their parents tell them and think what their parents tell them to think," he said. "It gets to a certain point where you can't even discuss politics because people believe what they've been told is always true, and they won't even give you a chance to explain your side."

Schmidt believes it is important to hear the other side's' viewpoint.

"I am very open to hearing the other side; I hardly ever immediately dismiss an opposing viewpoint," Schmidt said. "There's the irony though, how people from Shaker pride themselves on being so tolerant, yet when someone comes and challenges their opinion, they shoot it down right away."

Government teacher Kimberly Owens said a strong family influence over political views is very common.

"Family is a large factor in political socialization. Our family chooses where we live and where we go to school," she said.

> **"I enjoy having some more conservative kids in my econ class because it helps me recognize my teacher's bias and see some opposing viewpoints."**
>
> **ABBY CONNELL**

Owens also said that Shaker's one-sided political debate is far from an anomaly.

"I think it takes away from a healthy political debate, but I don't think it is unusual," she said.

Senior Abby Connell, who identifies as a liberal Democrat, believes a more fair political discussion would benefit all.

"I enjoy having some more conservative students in my classes because it helps me see some opposing viewpoints, which I think is good during any kind of debate."

Owens, who keeps her political beliefs unknown to students, believes not choosing sides is important for teachers who deal with politics.

"I do not tell my students my political leanings, nor have I ever. I started teaching in a bipartisan program in Washington, D.C. and that was a requirement and I continued this tradition with all my classes," Owens said. "Students can ask [about my political views] after the class has ended as long as they do not tell current or future students. Many students, both liberal and conservative, believe I am what they are, which makes me feel that I am staying fairly neutral."

"At the end of the day, I hope students can be analytical with what they learn from my class and other classes in this school and can make informed political decisions," Mitchell said.

As a Shaker student who identifies as a Republican, I, too, sometimes feel as if my views aren't respected.

For example, whenever I bring up the fact that I identify as a Republican, most people look at me as if I had just committed a heinous crime. But, contrary to the views of most Shaker liberals, not all Republicans fit into the classic "evil" Republican stereotype.

For example, the media and common Shaker belief would make you think all Republicans are racist and sexist, but the Republican party actually has a history of extending civil rights to more and more people.

For instance in 1970 70 percent of Southern schools were segregated. President Richard Nixon, a Republican, sent federal troops to major Southern school districts and met with Southern education leaders in order to help integrate students.

When Nixon left office in 1974, less than 10 percent of Southern schools were segregated and Nixon did more to desegregate Southern education than Democrats John F. Kennedy and Lyndon B. Johnson combined.

Nixon also supported and signed the Title IX legislation into law which prohibits discrimination on the basis of sex in federally funded education programs and buildings.

Also, government tends to be smaller and less intrusive under Republican presidents, which means lower taxes and more personal freedom for U.S. citizens.

There are actually a lot of Republicans who don't oppose gay marriage or a woman's right to have an abortion, either, because they believe this kind of government regulation is intrusive and harmful to personal freedoms.

And although Donald Trump has been dominating recent polls and the primaries, large portion of Republicans who don't support Trump at all.

For example, Republican Speaker of the House Paul Ryan has condemned Trump's rhetoric three times, and 2012 GOP presidential nominee Mitt Romney has vehemently protested Trump's stances on immigration, Muslims and American foreign policy.

Well-respected Republican senators Lindsey Graham and John McCain have also come out against Trump.

Another stereotype about Republicans is that they are all old, white men. However, there is a new, young, diverse wave of Republicans, such as Florida Sen. Marco Rubio, Texas Sen. and Presidential Candidate Ted Cruz, South Carolina Gov. Nikki Haley, former Louisiana Gov. Bobby Jindal and South Carolina Sen.Tim Scott.

So to all my well-meaning liberal friends, the next time you see a Republican, cut them a little slack.

They're not evil, they just have different opinions than you. And at the end of the day, a lot of Republicans have it pretty bad right now.

Donald Trump has ripped our party in two and come November, whoever wins, we lose.

With Bowie's Death We Lost the Rare Renaissance Man

The British rock star died at 69 but left behind something far greater than he could have imagined

WIKI COMMONS

The death of a hero is never expected, but the idea that David Bowie could die was unfathomable. His persona, tied to immortality, seemed beholden to another world, one above the lowly idea of death. But cancer has once again proven itself the great equalizer, and we find ourselves in a world where David Bowie no longer exists.

Lily Roth
Opinion Editor

The legendary British rock star died Jan. 16 at age 69. His sudden death spurred waves of sorrow and a universal assessment of his legacy.

Bowie once said, "I don't know where I'm going from here, but I promise it won't be boring," and it certainly wasn't.

His lifelong career of 47 years and fresh musical styles redefined what is known as today's pop-music landscape. His album, "The Rise and Fall of Ziggy Stardust and the Spiders From Mars" is essential to the world of glam rock.

Bowie furthered his impact on the folkie singer-songwriter realm with "Space Oddity" and "The Man Who Sold the World." He even made an impact on the world of R&B by producing "Young Americans and Fame." His musical leadership is visible in today's artists from Lady Gaga to Cat Stevens, and his legacy is visible even in those whose music sounds nothing like his, such as Kendrick Lamar.

David Bowie's talent was undeniably weird. His unique style and fresh ideas managed to keep his career relevant in the music industry.

In the entirety of his career he released 27 studio albums, nine live albums, 49 compilation albums, six extended plays (EPs), 121 singles, including 5 UK number one singles, and three soundtracks. Bowie also made 14 video albums and 59 music videos. His presence in the music world can be compared to his equally powerful presence in the fashion world.

> **"I don't know where I'm going from here, but I promise it won't be boring."**
>
> **DAVID BOWIE**

He was married for years to a supermodel, Iman Abdulmajid, and was always on the forefront of fashion as a sophisticated dresser.

David Robert Jones (Bowie's given name) transformed to David Bowie, Ziggy Stardust, and finally The Thin White Duke.

Bowie used these nicknames to separate the different eras of his life. His legacy encompasses much more than just good music; he challenged the limits of gender expression as well.

"It was about the androgyny of mixing it up, and that was what was so incredible about his concepts—he was one of the first rock stars to really push the idea that sexuality was not black and white, but an exploration," Adam Lambert, an American singer and songwriter, said after Bowie's death.

A bisexual man, Bowie advocated for gay rights and became an iconic LGBT figure. In addition to gay rights, Bowie spoke out about the lack of diversity in the music industry.

15 ESSENTIAL DAVID BOWIE SONGS

Space Oddity
Changes
Life on Mars
Heroes
Under Pressure
Young Americans
Ziggy Stardust
Starman
Ashes to Ashes
Rebel, Rebel
Modern Love
The Man Who Sold the World
Let's Dance
Rock n' Roll Suicide
Lazarus

MTV released a 1983 interview in which Bowie bluntly brought up one issue he had with race in the music industry. "I'm just floored by the fact that there's so few black artists featured on [the music industry]. Why is that?"

In addition to politics, a spotlight shines on Bowie's artistic side.

His style oozed confidence unto himself and all who watched him. His defyingly open theatrics and emphasis on fashion and visual arts set him apart from every other artist in the industry. Well-known singer Lorde shared a tribute to Bowie, saying, "He was a piece of bright pleated silk we could stretch out or fold up small inside ourselves when we needed to. He heralded me into my next new life, an old rock and roll alien angel in a perfect gray suit."

David Bowie could do it all. As a political activist, a deeply-rooted songwriter and a fashion icon, Bowie has left his footprint behind for emerging artists to learn from and follow. He refused to let the winds of anything but his own inspiration sway him. He dedicated himself to making the world of music a groundbreaking business and an equal place regarding race and gender.

Bowie once said, "I suppose for me as an artist it wasn't always just about expressing my work; I really wanted, more than anything else, to contribute in some way to the culture that I was living in. It just seemed like a challenge to move it a little bit towards the way I thought it might be interesting to go."

We have so much to thank him for. This world of music, of arts and equality is unaccountably lesser for his departure.

Sleater-Kinney guitaurist and Portlandia star Carrie Brownstein said, "It feels like we lost something elemental, as if an entire color is gone."

Thank you, David Bowie.

Pop Stars' Tragic Assault Stories Revive Movement Against Sexual Violence

Kesha's denied plea to break contract with alleged assailant opens the doors for global conversation and action against sexual assault

EMILY MONTENEGRO AND LILY ROTH
OPINION EDITORS

Kesha Rose Sebert, famous for her swaggering, party-rockin' pop songs recorded under the name "Ke$ha," has had her sparkly world flipped upside down.

She's now fighting to break a contract with her alleged sexual assailant, which is proving to be a legal uphill battle. Her "Tik Tok" days, when she sang "Ain't got a care in the world, but got plenty of beer," are long gone.

Recently a New York judge denied Kesha's request to terminate her contract with Dr. Luke, her producer, who allegedly abused her emotionally and sexually, beginning in 2005.

According to Kesha, Dr. Luke intimidated her out of a contract with DAS Communications, resulting in a $50 million lawsuit DAS filed against Kesha and Dr. Luke.

DAS said the contract had "expended money and considerable time and effort" for the advancement of Kesha's career.

Dr. Luke apparently threatened Kesha, her career and her family enough to keep her silent on his sexual passes toward her. In a later visit to rehab, she wrote, "Yes, Dr. Luke has tortured me. Someone I work with has literally driven me into this disease, tortured me, and [expletive] with me and my family."

Kesha filed her lawsuit, claiming sexual assault, sexual harassment, gender violence, civil harassment, unfair business practices and infliction of emotional distress from Dr. Luke.

Kesha alleges that the producer used mind control to trap her in long-term contracts that were extortive and devastated her career.

Dr. Luke filed his own lawsuit against Kesha and her family, claiming breach of contract and defamation.

As of now, Kesha is chained to her contract with Dr. Luke until she records three more albums, but could potentially be bound by the exclusive contract for life.

The next hearing for Dr. Luke's case is on May 5, while the next hearing for Kesha's case in on May 16.

Kesha's public legal battle has become a social media movement known as #FreeKesha.

The pop star has received vocal support not only from her loyal fans, but from some of music's biggest names at the moment. Kelly Clarkson, Lorde, Demi Lovato and others have shared words of encouragement for Kesha.

Taylor Swift recently donated money to Kesha for court fees and Adele ended her Brit award acceptance speech by taking "a moment to publicly support Kesha."

Kesha's case is about more than freeing a victim from an abusive contract.

Her complicated court struggles have exposed the tangled reality of sexual assault cases, which many victims tend to avoid.

As artists and famous personalities stand by Kesha, Lady Gaga has gone even further to support sexual assault victims worldwide.

Though Lady Gaga had been known for her bold fashion statements and catchy pop tunes, the singer/songwriter has increasingly proved herself to be an earth-rattling soulful human being using her starpower to deliver poignant messages.

Since her chart-topping pop hit single "Born This Way" in 2011, Gaga has publicly advocated for social acceptance, radical worldwide love and global goodwill, though not always delivering her message through song.

Gaga put her talents to beautiful use at the 2016 Academy Awards, where she performed her latest single, "Til It Happens to You," a powerful ballad about the emotional wreckage of sexual assault victims.

She and Diane Warren wrote the song for the documentary "The Hunting Ground," which reveals the shocking reality of rape on college campuses.

According to the song's gut wrenching music video, one in five girls will be sexually assaulted before they graduate college.

Vice President Joe Biden introduced Gaga to the Oscar's stage with a somber speech, encouraging viewers to join the It's On Us movement online.

WIKI COMMONS

> **"Someone I work with has literally driven me into this disease, tortured me, and [expletive] with me and my family."**
>
> **KESHA**

The organization's pledge vows to acknowledge nonconsensual sex as assault, educate oneself on the potential dangers of sexual assault, intervene in situations where consent has not or cannot be given, and fight together to end sexual assault and support victims.

Braced for emotional impact, millions of viewers watched - and more than likely cried - as Gaga delivered an emotionally jarring performance with tears in her eyes.

The performance began with only her onstage playing a white grand piano, until the curtain lifted and revealed 50 male and female sexual assault survivors.

Each person had an intimate message written in bold letters on their forearms,

NATIONAL EQUALITY MARCH
www
m

WIKI COMMONS

Lady Gaga delivers a powerful speech at the National Equality March. Gaga stood up against sexual assault at the 2016 Oscars by delivering a powerful and groundbreaking ballad that moved millions of viewers

including "Not Your Fault" and "Unbreakable."

As Gaga and the survivors onstage received a standing ovation, she joined their stance and they all raised clasped hands in solidarity with one another and the thousands of victims worldwide.

Not only are the song's lyrics heartbreakingly honest, but Gaga is an assault survivor herself, singing such horribly and beautifully vulnerable truths.

She revealed in interview that at age 19, a man 20 years older than her raped and abused her.

She mentioned her traumatic story on the Oscar's red carpet before the show.

Though the award show ended around midnight, Gaga's message did not.

"How could you talk?" she asks in her song. " 'Cause until you walk where I walk, it's just talk.

" 'Til it happens to you, you don't know how it feels." Her lyrics touch on an ugly truth exposed in Kesha's lawsuit: sexual assault victims are notoriously belittled for lying, exaggerating or are downright ignored.

The women who accused Bill Cosby of raping them decades ago were scrutinized because of how long they waited to come forward with their allegations.

Cosby's fans were so unwilling to consider such a disturbing past for the comedian that they began questioning the victims' stories.

Lady Gaga posted a picture of her grandmother and aunt on Instagram, who were unaware of Gaga's assault prior to her Oscar's performance.

In her caption, Gaga admitted that she'd been too ashamed to tell her close relatives.

"Something I have kept a secret for so long that I was more ashamed of than anything -- became the thing the women in my life were the most proud of. And not just any women, the ones I look up to the most."

Not only did Gaga struggle to discuss her assault with those she loved, but she found it nearly impossible to discuss it internally. "And it took me a long time to even admit it to myself because I'm Catholic and I knew it was evil but I thought it was my fault. I thought it was my fault for 10 years."

"Til it happens to you, you don't know how it feels."

LADY GAGA

Gaga's confessions prove that sexual assault survivors live in an unwelcoming society where they may develop self-hatred and overwhelming guilt for a crime they did not commit.

Our culture's unspoken rules prevent them from discussing their trauma, which can leave survivors voiceless and broken.

This is the year to speak up and be heard. It is time for victims to feel less pain and grief than their assaulters.

Victims like Gaga should feel safe to talk about their assault.

Victims like Kesha should feel confident that their stories will be listened to and should not be punished for the terrible crime against them.

Listen to Gaga.

Free Kesha.

It's on us.

Unequal Funding Riles Students

A gender gap in athletic funding exists, but female athletes perceive more than financial inequity

MATTHEW WHITESIDE//THE SHAKERITE

Women's sports have come a long way in Shaker Heights and the world, but a new problem is surfacing. The unequal distribution of Shaker's athletic funds is a troubling disparity.

'Rite Idea

The men's athletics budget has increased 54 percent since 2011.

Over that same period of time, the women's budget rose by only 23 percent.

The women's tennis team receives approximately $350 per athlete, whereas the male tennis team received more than $800 per player.

Last year, male athletes got about $799.16 in district financial support each. Each female athlete received $652.55. Of the $563,000 the athletic department budgeted last year, men's sports received more than 63 percent.

The issue is not that girls don't play sports. In fact, 48 percent of Shaker Heights High School's students are female. However, only 43 percent of athletic opportunities are open to girls.

The only thing standing in the way of breaking down gender barriers is the wall the district has put up with unequal opportunity for women.

For example, when the men's hockey team reached the district finals this year, a bus transported students who wanted to attend the game at Kent State University.

When the field hockey team reached the state title game last year, however, no bus was requisitioned to transport fans to the championship game in Columbus -- a game the women won.

In soccer, the men's team takes priority for turf field, often pushing the female soccer players to Boulevard and the women's field hockey players to Woodbury.

The school is paying for the transportation for the men's lacrosse team's seven-day trip to Washington D.C., while girls sit on the sideline wondering when their turn will be.

Even if one ignores all gender-exclusive sports, such as football and volleyball, women still only receive 45 percent of the budget. Football alone receives one-fifth of the entire budget.

To lessen this inequality, female sports teams hold frequent fundraisers to raise enough money for equipment.

Men's teams also raise funds, but if they are receiving more district funds to start with, money they raise can be used to embellish rather than fundamentally support their programs.

Although this distribution of money is neither fair or moral, no laws are broken.

The 1972 federal law known as Title IX, which regulates activities that receive federal financial assistance, does not require schools to spend equally, but proportionally, on men's and women's athletic programs. Therefore, legal action is not the answer.

Forty-eight percent of Shaker Heights High School is female, however, only 43 percent of athletic opportunities are open to girls.

We seem to be moving backward, against the current of a world that is pushing women's rights ahead.

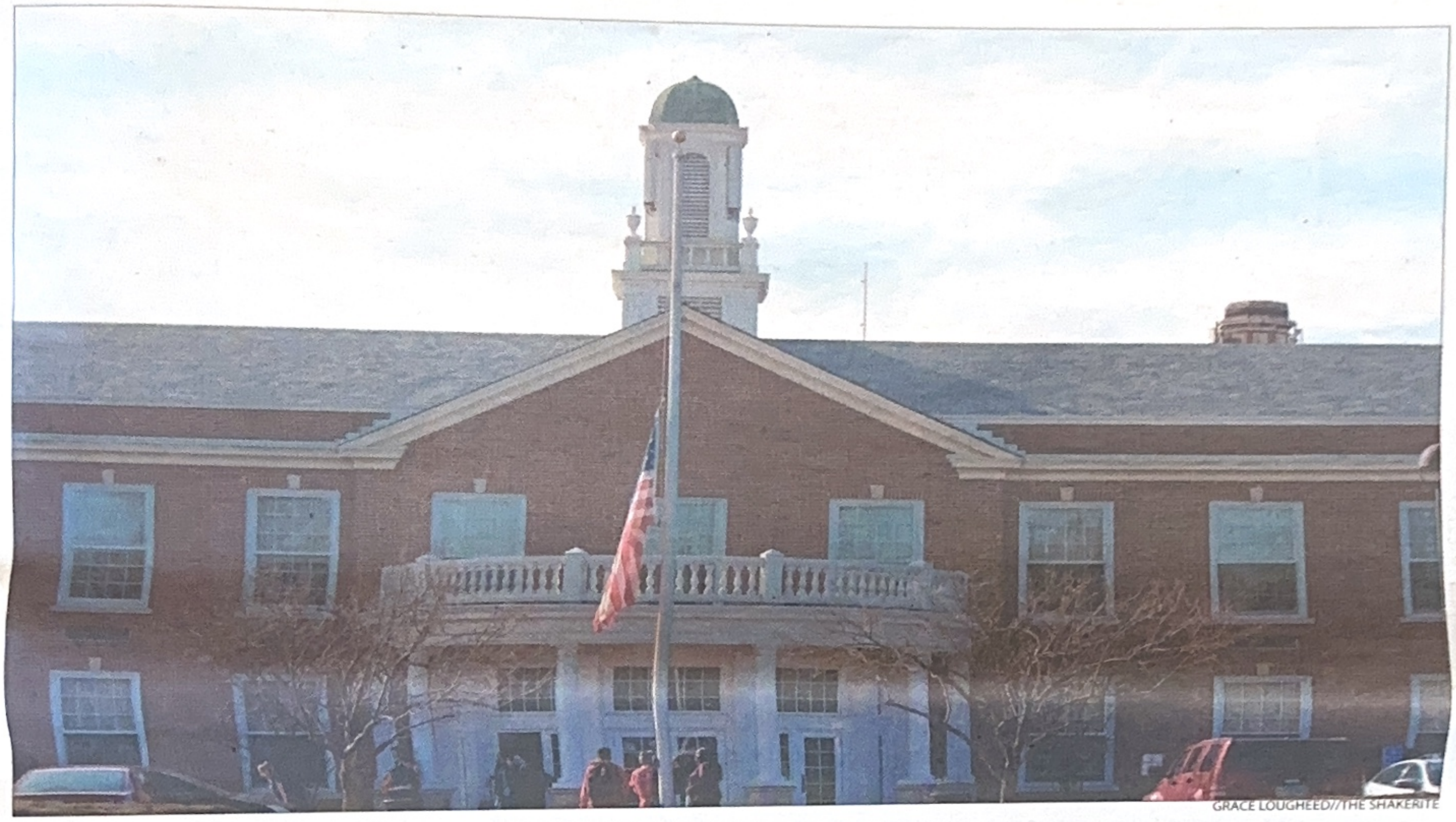
Athletic Director Don Readance said athletic funds are distributed justifiably by the number of female athletes at Shaker.

He said that while everyone has the opportunity to play a sport, fewer girls choose to participate.

Nevertheless, when women's sports teams pay for necessities such as apparel, indoor training and team-building activities, when they do not receive the same gestures of support or field access, even if the district has funded sports equitably according to the law, the perception is one of unfairness based on gender identity.

The district should reexamine its approach in these areas. Even small changes could go far in defeating a persistent sense of inequitable treatment.

Student Advice for Our Future Principal



GRACE LOUGHEED//THE SHAKERITE

Mr. Kuehnle, communication is key in Shaker Heights. We, for lack of a better word, demand to know as much as possible about *what is going on in our community and our schools. We ask that you tell us. We ask that you listen, as well, please.*

Communication emerges as main request for the next high school principal Kuehnle

THE EDITORIAL BOARD

'Rite Idea

Dear Mr. Kuehnle,
Shaker Heights High School welcomes you with open arms, but with some reservations.

Your transition will not be the smoothest ever experienced by a new leader. The high school has struggled to adapt under administrative changes for several years now, and each time it has been difficult to adjust. Teacher morale has wavered drastically with these changes. Your introduction into our community will not be any easier.

We are nervously excited to see where you take our school, especially considering how uniquely successful our school already is. Our school has a tradition of excellence and greatness in all fields, annually celebrating our National Merit Scholars, state champion athletes, journalists, artistic prodigies and every type of student in between. Not to mention, we pride ourselves on our rich diversity among staff and students alike. It's hard to believe that our school could improve its quality, but there is one area that you, as our principal, could fix: communication.

The community does not have a vote, but they do have a voice.

Over the years, we have seen administrators come and go. Some manage to make connections with their students, while others maintain distant and detached relationships with the student body. Although it is most important that our principal make decisions that are best for the school as a whole, it wouldn't hurt to explain those decisions to the students. We already make sure that our voices are heard with various programs, including the Student Advisory Committee, Student Council, and even this very newspaper. These programs respectfully demand that the students' voiced concerns be addressed, and that our suggestions for furthering our school are at least taken into consideration.

In all honesty, "Be friends with the students" is not in a principal's job description.

However, we are a loud and proud student body. We have big ideas and strong opinions. Tests and quizzes might show our progress, but we, as students, are the only people in the school building who can tell you how we are actually progressing. We are ready to talk, and we need a principal who is available to listen -- not necessarily every day, but at least once in awhile.

The school as a whole is a principal's main priority, from what we've gathered, and of course that is what is best for our community. However, there are thousands of students who want to organize themselves, with your permission and help, to do great things together. Together we could address social issues as a school. We could have exciting pep rallies. We could plan events together and make them safe and successful for everyone.

Traditionally, schools are ruled by their administration. Staff, students and parents permit, although sometimes begrudgingly, the school's administration to make whatever decisions they seem fit to better the school.

Shaker is not a traditional school, and it is not in a traditional school district.

This year's principal selection process has admirably sought opinions of the students, staff, parents and all who will be affected by you, Mr. Kuehnle.

Your fate is ultimately the school board's decision, but they are making sure that the community has a chance to speak their mind. They don't have a vote, but they do have a voice.

Mr. Kuehnle, communication is key in Shaker Heights. We, for lack of a better word, demand to know as much as possible about what is going on in our community and our schools. We ask that you tell us. We ask that you listen, as well, please.

We wish you the best of luck in our district. The existing staff, administration and community are eager as ever to do great things for our school. We hope that you will join our efforts, and include us in yours.

Welcome to Shaker Heights High School.

STEAM Curriculum Takes Root at Shaker

ROWAN GINGERICH//THE SHAKERITE

First period Honors Drawing students Payton Clark and Sophie Browner work on their self-portrait assignment. Though Shaker does not offer STEAM-structered courses, there is an extensive arts program.

Though Shaker will not adopt universal STEAM approach, STEAM opportunities exist

ASTRID BRAUN JOURNALISM II REPORTER

Shaker is known for its schools, and Shaker schools are known for the arts. The robust array of arts classes offers opportunities for anyone who hopes to expand creative horizons.

With changes in the middle school and an increase in STEM focus at the high school, the STEAM program at Shaker stands firm, although Shaker is not a STEAM school.

More STEM (science, technology, engineering and math) job opportunities around the world have brought STEM subjects to the foreground in education.

As testing puts more pressure on teachers and administrators, the focus shifts to quantifiable learning in STEM subjects, and the arts take a backseat. Arts are much more difficult to test, after all.

Shaker continues to implement a type of STEAM (science, technology, engineering, art and math) curriculum, but it doesn't teach STEM in the interknit curriculum plan that STEAM schools use.

"We are moving in a STEM direction with the initiation of the 7th and 8th grade Design course," stated Scott Stephens, director of communications in an email interview. "Schools that are designated as STEM or STEAM typically embed ALL of these topics (science, tech, etc.) into all courses."

Shaker may be moving in a STEM direction with new courses, but Stephens believes Shaker will not be calling itself a STEM or STEAM school in the future.

"We have never branded the school as one or the other on STEAM or STEM. Our philosophy instead is to have robust options," he said. "Curriculum is always a balancing act.

"Our goal as a district is to be able to offer students a wide ranging, robust, holistic experience."

Repeatedly, Superintendent Dr. Gregory C. Hutchings, Jr. has pushed for more STEAM at Shaker schools.

STEAM was a major topic at his 2014 State of the Schools address and it has remained a topic through the 2015 and 2016 addresses, though not as prominently discussed as it was during the first event.

The middle school implemented major schedule changes this year, one being that, because class periods are extended, students now must choose to study either visual arts or music. If students choose to take both, they must make up their IB Design course after school.

David Glasner, middle school principal, reflected on the changes.

"Though there was some initial concern about the changes to our program, both the extended art and IB Design classes have been well received," he stated.

> **"Our music program continues to excel and we have many students who participate across all music ensembles."**
>
> **DAVID GLASNER**

Glasner believes that the arts programs have benefited from the change, even though students' options are narrowed.

"This is the first time that we have had a year-long arts course.

"As a result of the extended course, our students are able to pursue more in-depth experience in the visual arts," he stated.

"Our music program continues to excel, and we have many students who participate across all music ensembles."

Senior Sarah Jacobs takes IB Portfolio, and she appreciates how open the Shaker system is about the arts.

"I think that just the number of options that Shaker gives students shows that Shaker wants them to stay in the arts," she said. "Rather than trying to shove people into, like, the sciences or the maths or something. It's very fostering."

Junior Darby Grant enjoys starting her day off with wind ensemble, but she thinks it helps her throughout the rest of the school day as well.

"I'd say it would definitely improve focus and learning," she said.

"I think it translates into academics when you have to push yourself to keep working even during the most challenging parts."

The arts play an important role in developing the adolescent brain. However, they offer other benefits that are just as valuable. Arts are proven to relieve stress, and they help give Shaker students some refreshing variety of learning within a busy school life.

In fact, some students don't even consider their art or music classes to be a part of school.

The difference is, they want to attend those classes.

"For me it's like a way to step back from the school and academic part and just focus on my other hobbies," said senior Lily Schulte-Lawrence.

"It's like a de-stressor. Because it's something I want to do.

"It's optional but something I feel very strongly about."

Music and art are so beneficial to emotional health that music and art therapy is offered as a complimentary service at the Cleveland Clinic.

According to the Cleveland Clinic website, music and art therapy helps to: decrease pain and anxiety, improve coping skills, enhance self esteem, provide opportunities for self-expression, provide a sense of control, promote relaxation and improve attention span.

While arts classes are taught by teachers, not therapists, students still benefit.

"For me art is very therapeutic," Jacobs said. "I mean, I still have a lot of work and there are deadlines I have to meet, but it's a type of relaxation."

"I think Shaker is moving in more of a STEAM direction because we have so much of an emphasis on the arts here," said Caroline Markel, math teacher and former web design teacher.

"We're not cutting back any of our art programs. and I think a really a wonderful thing about our district is all of the extracurriculars.

"And I don't think those will ever disappear," Markel said.

However, the district is simultaneously working to expand STEM course offerings at Shaker.

The district is anticipating an "IB computer science course and some things like that that will be coming in the near future," Stephens said.

"In preparing students for college and career and life, that involves technology.

"We've tried to embed technology in everything we do. As it is in life. They have to be part of all curriculum, not just some," Stephens said.

Jacobs appreciates the dual focus.

"My family is more oriented towards STEM," said Jacobs.

"My passion has been in the arts, and I think one of the most important parts of my high school experience was integrating the two, and that was something that I did during the Cleveland Clinic show, when we got a science topic and had to make it into some piece of art."

Many Shaker students who study art or music appreciate their teachers most.

"The faculty pushes students to strive for excellence and is always there to help," Grant said.

ROWAN GINGERICH//THE SHAKERITE

Sophomore Dawn Falokun shapes a clay piece on a pottery wheel. Art students at Shaker enjoy the break from daily stressors that art gives them. "For me it's like a way to step back from the school and academic part and just focus on my other hobbies," said senior Lily Schulte-Lawrence.

"They definitely take the musical abilities that people already have and push them to a different level."

Senior Sophia Ciccarelli agreed. "They challenge you to become better at what you're good at," she said. "In general, it's kind of like a big family.

Ciccarelli, a member of wind ensemble, thinks the schools value the arts a great deal.

> **"The faculty pushes students to strive for excellence."**
>
> **DARBY GRANT**

"The arts are at a more equal level with other academics at Shaker," she said.

"I think it's just more that there are arts and academics in the school as one, and there aren't just arts in the school."

Ciccarelli said, "I'm definitely fortunate to live in a community that strives not only for academic excellence but for musical excellence as well."

Art and Technological Courses Offered Through Shaker Heights High School

In addition to the science, math and art courses avialable at the high school, Shaker students can take technology courses at Cleveland Heights and Warrensville Heights high schools. Courses taught at Shaker are displayed in bold.

- Audio Engineering
- Automotive Technology
- Business Management Technology
- Clinical Health Careers
- Computer Networking Technology
- Computer Science
- Digital Video Production
- Engineering Technology
- Excercise Technology
- Graphic Imaging Technology
- Pharmacy Technician
- **Music Composition and Technology**
- **Nature of Drawing**
- **Mixed Media**
- **Art Exploration**
- **Oil Painting**
- **Portfolio Workshop**
- **Graphics**
- **Digital Multimedia**
- **Photography**
- **Ceramics**
- **Sculpture Studio**
- **Jewelry**
- **Choir**
- **Chanticleers**
- **Orchestra**
- **Band**
- **IB Music**
- **AP Music Theory**

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Further Than the Naked Eye Can See

OSE ARHEGHAN AND SARAH GRUBE INVESTIGATIONS AND COPY EDITORS

Diversfying Diversity series reinforces Shaker's reputation for acceptance while acknowledging opportunities for growth

There are more than one thousand students at Shaker, but not all of these students interact with one another or even *know each other's names.*

"You walk the same way to your classes every day, and you see the same people every day in the halls, so you kind of create your own little school of faces," Senior Evan Shaw said in an interview for the Investigations series Diversifying Diversity.

Though on paper Shaker appears to be a diverse high school, once inside, students segregate themselves, and this separation results in a less cohesive school.

Shaker events are just one example of this division.

Productions like Sankofa that celebrate minority cultures give the student body an opportunity to expose themselves to ideas different from their own, but the attendees do not represent the student body either.

"Is it the best representation of Shaker? No. Is it Sankofa's fault? Absolutely not," Stage Crew Leader Lauren Holloway said. "People choose whether they want to show up or not it just happens to be more of the African American community within Shaker Heights," she continued.

Would it be nice to see a mass crowd with different backgrounds? Of course. Will it ever happen? Who knows?" she said.

Some organizations like SGORR, for example, are racially diverse, but that diversity is somewhat forced.

"It's 100 percent a flawed and hypocritical system," Core Leader Nat Crowley said, "which we as an organization understand. But ultimately, it is the only way that we can ensure that we have a diverse organization, which we feel is important since we are trying to promote diversity and improved race relations.

"Every year, we admit 15 white males, 15 white females, 15 minority males, and 15 minority females," he continued.

"This we feel is justified, because we aren't admitting under-qualified applicants simply to fill a quota, but we think that we have enough passionate and capable students to fill all of these slots each year," he said.

Crowley admitted that a critique of the "discriminatory acceptance" admission into the program is also justifiable.

"However," he said, "it is the only way to ensure that we are admitting a diverse group of students in order to foster better discussions with different viewpoints as well as leading by example as we are promoting improvements in race and human relations."

SGORR's admissions process not only "flawed," it's inaccurate. 52 percent of students at Shaker are African-American, 37 percent Caucasian, 5 percent multi-racial, 3 percent Asian and 2 percent Hispanic, according to the factbook on the district website.

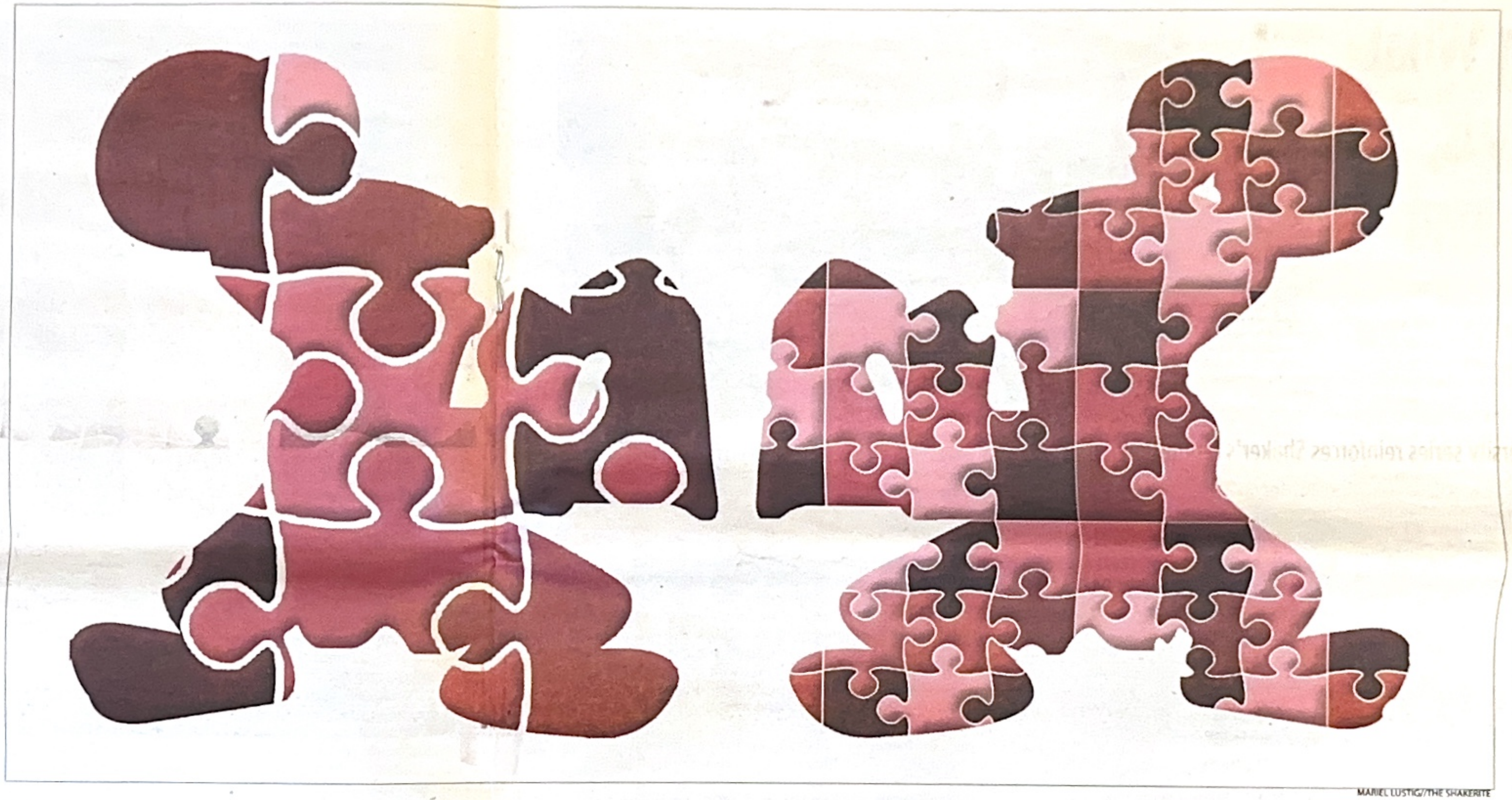
Were SGORR to actually represent Shaker's student body, it would admit 31 African-American students, 23 Caucasian students, three multi-racial students, two Asian students and one Hispanic student each year in order to mimic the district's statistics.

The theory behind racial quotas is, as stated by Crowley, to represent the viewpoints of all members of the student body.

Yet racial quotas capture only surface-level differences, and so often end up accidentally excluding students whose identities are not immediately visible.

For example, a student's religion, sexual orientation or gender identity may be represented in some years' crop of recruits and overlooked in others, yet these aspects play an important role in a student's experiences.

In an interview for Diversifying Diversity, senior Martha Jackson and junior Sheila Scanlon provided an example.



MARIEL LUSTIG//THE SHAKERITE

The Shaker Raiders display the different ways people can view diversity. The Raider on the left, divided into larger pieces, represents a view of diversity defined by traditional categories. The Raider on the right -- divided into many more pieces -- represents diversity beyond racial limitations.

"Mario Clopton, our choir director, has from day one been open and accepting and has said, 'Hey listen, guys, you are gonna respect everyone's pronouns, this is a safe environment for LGBT kids,' because he's an openly out LGBT man and from day one he has always used my pronouns in choir," Jackson said.

"He's the only teacher I've experienced who's come forward and said all gender identities are welcome and we're gonna respect everybody, and the only teacher who openly asked what people's pronouns are and then used them," they continued. "None of my other teachers have ever asked what anybody's pronouns are."

"It's the whole community thing," Scanlon added. "You want to be with a group of people who may not the same as you, but have the same experiences and who get it and who aren't going to invalidate your experiences."

This 'invisible diversity' doesn't only affect students' social and mental state, but also the practicalities of day-to-day life at the high school.

> **"Shaker is pretty open and tolerant, but it's still not everyone. A lot of people still have misconcptions and stereotypes and they still have a negative view of trans and gay people."**
>
> **SHEILA SCANLON**

"Our spring breaks always correlated with Passover," said Shaw, who attended the Joseph and Florence Mandel Jewish Day School prior to transferring to Shaker in ninth grade.

"And now, sometimes they do, and that's convenient, like we don't have to bring Matzoh to school, but sometimes they don't. And that's like, whatever, that's just life."

"It's hard when you're non-binary, because like what bathroom do you use?" Scanlon asked. "I use the women's restrooms, because the other alternative would be to go to the nurse every time I want to go to the bathroom.

"I need to go to the bathroom too many times in the day to go down to the nurse's office every single time," she said.

If you're trans, you can get - I think it's called a permanent pass to go down to the nurse's office to go to the bathroom, so there's that. [But] that singles us out. We have to go to the nurse. We have to go do this, or whatever," she explained.

At Shaker, students often find themselves facing not prejudice but ignorance; because of the limitations on the current definition of diversity, the burden falls to minority students to represent and, sometimes, defend themselves.

"Even though my pronouns are on my Instagram and I put my pronouns everywhere, people still don't really use them," Scanlon said.

"Shaker is pretty open and tolerant but it's still not everyone, a lot of people still have misconceptions and stereotypes and they still have a negative view of trans and gay people," they said. "Even if it's not an expressed hatred it's still bias, a negative connotation."

"The principal said to the teachers that for hijabs it's OK," sophomore Arwa Elmashae said, regarding dress code and the rule prohibiting "headwear" in school, except for religious purposes.

"But some people say, 'Why are they wearing hijabs, it's the same as us wearing hats' - and it's not. It's like, you wear a hat because you really want it, and you wear a hijab because it's part of your religion," Elmashae explained.

"I try to explain, and then the next time I try to explain, and it's like 'Why are you doing this, why are you doing this' and sometimes I get tired of explaining each time," she said.

Students like Shaw, who do not encounter as much friction, however, don't feel the same exasperation with their fellow students.

"I get questions pretty often about Judaism, and like, they're usually good questions," Shaw said. "Someone's like, 'I don't want to sound ignorant,' but no! I would always rather someone ask a question, than just hold their assumptions."

Assistant Principal Kathleen Sauline believes it is important that Shaker continues to hold discussions on cultural and diversity awareness, especially at the high school.

"We want those conversations to go on here, and I think it's best that they're student led," she said.

"So someone could ask a question, but they'd do it with the proper background knowledge," Sauline continued.

Said Elmashae, "Here in Shaker it's all like, we should respect each other, [even] if someone is different than others."

Evan Shaw

Asher Caruso

Sophie Browner

Lev Caruso

Arwa Elmashae

Sheila Scanlon

Martha Jackson

To Know What Diversity is, Try Listening

Arheghan shares perpective on investigation

There are so many people at Shaker, you can surround yourself with versions of yourself, or people completely different than you. **Fourth period lunch** displays the lack of racial intergration at Shaker Heights High School. Though the demographic of the school is varied, the groups in the lunch room are not.

HANNAH KORNBLUT//THE SHAKERITE

By now, I might have worn out my diversity credentials, but I'm not done talking about diversity.

During the course of this investigation, I received a text message from a student whom I will call Person X, who criticized the effort. "I'm a white, straight, Catholic who's conservative, and to me, it feels like I'm the minority in most ways BECAUSE of how different Shaker is from most places, with our strong black and Jewish ties, as well as huge LGBT community," the student stated.

Ose Arheghan
Investigations Editor

As my conversation with Person X progressed, they suggested The Shakerite adjust the demographic of students we interview to better encompass Shaker's diversity.

So if I think the current definition of diversity is flawed, and Person X thinks my definition of diversity is flawed, where does that leave us?

I found it interesting, because I am not white, straight, Catholic or conservative -- and I still feel like a minority at this school. For awhile, I wondered why. There are so many people at Shaker, you can surround yourself with versions of yourself, or people completely different than you. I could hang out with only African Americans, or only females or only people in the LGBT community. I might have an easier time explaining where I'm coming from, but I would be missing out on diversity of thought.

I may have completely misinterpreted what Person X meant, but at least we're both thinking.

The essential difference I realized when thinking about minority status at the high school was, when Person X and I leave the Shaker Bubble, I'm the one who will still be a minority.

When I realized this, I was frustrated. In school, the majority of the African-American history I've learned thus far can be boiled down to two ideas: slavery and the civil rights movement, and if we've studied LGBT history, I genuinely cannot remember doing so. When I received that text, I remember thinking, 'Who is this kid and where are they even coming from?'

After months of thinking about diversity, I'm confused, but I think that's a good thing. This series is just the beginning of how we could define Shaker's diversity -- and general diversity for that matter.

Then I thought about it. Shaker is better than most places. I can attend Sankofa every year and watch passionate kids portray African-American history. I don't feel uncomfortable taking a girl to a school dance. I know out gay teachers to whom I can look to as role models. Is Shaker perfect? No, it is but extremely accepting and welcoming.

If people who would be considered the United States' typical majority are coming out of Shaker understanding even modestly how minority individuals feel, we are one step closer to creating more inclusive environments.

In my SGORR group this year, my leader -- who just so happens to be a straight, Caucasian male -- is the one leading discussions on race and LGBT topics. It's refreshing to see people who aren't directly affected by these issues attempting to bridge the knowledge gap.

Because of the heterogeneous environment Shaker cultivates, when students leave, they take with them an understanding of backgrounds other than their own. So even in homogeneous colleges and suburbs, with Shaker alumni present, we can bring perspective wherever we go.

After months of thinking about diversity, I'm confused, but I think that's a good thing. This series is just the beginning of how we could define Shaker's diversity -- and general diversity for that matter.

The most compelling lesson I've learned from investigating diversity this year is that sometimes, two-way conversations are not the most effective way to learn something that challenges from your school of thought. Sometimes, it is helpful to just listen. Inviting different groups of people to share their experiences and opinions about our school's grasp of diversity can be more illuminating than trying to explain -- or more commonly defend -- where you are coming from.

In my experiences this year, some of the most frustrating conversations I've had surrounding race were frustrating because even though I was allowed to speak, I didn't always feel heard. When you have two-way conversations, people's own discomfort often makes them more focused on what they want to say next, rather than processing the different perspectives being shared. When you take that pressure away, more progress can be achieved.

This investigation pushed me out of my comfort zone. No longer was I surrounded by a group of people similar to me in which everyone understood one another's world view.

I began to put myself into situations in which I was the one who didn't have the vocabulary to carry on extensive conversations about identity. I was the one who didn't understand what everyone else in the group experienced or endured. I was the one who needed to sit back and listen in order to gain an understanding of my peers.

I learned more by listening than I would have by trying to interject my own opinions.

As for the person who texted me in the first place, I really appreciate the effort and the message. First because it means someone cared enough to want the Shaker community to see everything our school has to offer, but also because it prompted my own self reflection.

I have gained perspective from the people I interviewed, but what Person X brought to my attention is arguably just as important. Here at Shaker, the nation's majority isn't always the majority. From where I stand, it's hard to always see that, but considering it creates an opportunity to learn how to appeal to people whose identities are privileged in the real world.

I hope that people take the same message from this investigation: sometimes it's OK to just listen.

Diversity Quotas Don't Add Up

Grube shares perspective on diversity series

At first glance, racial quotas seem a clear solution to the problem presented by a large, racially diverse student body. However, various identities and circumstances are woven throughout these "clear-cut" racial groups and designations and demographics, ultimately robbing this "solution" of its effectiveness.

Sarah Grube
Copy Editor

As we delve deeper into the the layers of self and classification, it becomes clear that the only real way to represent every special interest and minority in this school would be to get the input of each individual student. However, because many of these groups are considered "minorities" both here in Shaker and the world at large, their interests are not represented when large-scale systems - the school calendar, for example - are being created.

"I'm a Christian first, American second, conservative third and Republican fourth," said Republican presidential candidate and Texas Senator Ted Cruz.

Imagine if we identified ourselves like that at Shaker: "I'm an LGBT student first, white second, IB learner third and Shaker Heights citizen fourth." But that's not how personhood works - I don't get to order my identities and choose which one I want to be my "Primary Identity" when I'm being chosen for school activities that use quotas.

Students are picked based on one characteristic and are expected to provide that single perspective - yet there are a myriad of different combinations of sexualiy, religion, race and other factors that could affect their own personal "Shaker experience."

This is not to say that Shaker should just throw in the towel on diversity. We're meant to be getting a global education, here!

"Students only know really the name of Islam, and that students who wear the hijab are Muslims, and that's it," sophomore Arwa Elmashae said. She later went on to say that there have been people at school who equated choosing to wear a hijab to choosing to wear a hat. Clearly, then, some aspect of that "global education" is missing in this scenario.

This lack of representation generally does not affect me. I am white, I am Christian, I am not economically disadvantaged, I am able-bodied - the list goes on. I identify as a member of the LGBT community, but that doesn't even impact the quality of my life that much, especially here at Shaker.

What writing this story has revealed for me is that simply classifying representation into "minority" and "majority" does not solve anyone's problems - except for whoever's trying to come up with people to fill in chairs.

Simply claiming that because I identify as gay, and so fall on that nebulous spectrum of "diversity," I can therefore fill in for any other demographic is the easy way out. Even within the LGBT community, I do not experience the same obstacles as someone who is transgender, and just being a woman doesn't mean I can understand the obstacles faced by women of color.

Choosing one group as a "majority" - here in America, it's typically white, Christian males - and hoping that if an equal number of people not of this demographic are chosen, we'll be able to check off that little "Diverse" checkbox is an overly simplistic and superficial approach to promoting equality and awareness. Picking and choosing individuals in order to ensure representation must be done deliberately and thoughtfully, or not at all.

One
Three
One
Six
Four

OSE ARHEGHAN//THE SHAKERITE

Freshman Asher Caruso, sophomore Sophie Browner, senior Lev Caruso and senior Evan Shaw

Caruso: I think there's a difference between not knowing something about Judaism, and not being accepting. Like, I get a lot of questions about Judaism that, somebody with a backgound in Judaism would be like, "Why would you ask that?" But, like, it's a legitimate question, and if they're phrased in the right way it's not bad at all, but I wouldn't think that anybody's ignorant, you know?

Shaw: "Everyone says there's like Shaker's 'bubble.' And we're coming from Agnon's 'bubble,' or the Schechter 'bubble.' But they're all bubbles! They're just different bubbles."

HANNAH KORNBLUT//THE SHAKERITE

Arwa Elmashae: Muslim students can face many problems, I think, like ISIS. I think they feel like all of Muslim society is [like ISIS], and afraid of them. If [ISIS] hurts them, [Muslim students] sometimes get blamed . . . Students only know really the name of Islam, and that students who wear the hijab are Muslims, and that's it. They don't really know how the religion is, and how people practice it . . . I try to explain, and then the next time I try to explain, and it's like, 'Why are you doing this? Why are you doing this?' And sometimes I get tired of explaining each time. Like, 'We're doing that, because of that.'

GIVE BLOOD
PLAY RUGBY

EMET CELESTE-COHEN//THE SHAKERITE

Martha Jackson: "It kinda depends, because, I mean, most people who I'm friends with are very supportive of me, and that's not to say that no one else is supportive; it's just not talked about. I don't think I can think of one classroom conversation I've had about gender . . . As far as people being accepting and stuff, it's been nothing but inclusive. Shaker's program is not. They're just not hip to the terms, if you know what I mean."

Sheila Scanlon: "I think a lot of it has to do with lack of education. So it's not the teacher's fault that they don't know these things. I think Shaker is pretty open and tolerant but it's still not everyone. A lot of people still have misconceptions and stereotypes and they still have a negative view of trans and gay people."

From High School Stage to Theater Star

Lauryn Hobbs reflects on her time at Shaker, and how her passion for theater and acting has flourished

EMILY BOARDMAN AND HANNAH KORNBLUT
SPOTLIGHT EDITORS

WILL MCKNIGHT//THE SHAKERITE

Senior Lauryn Hobbs portrays Cosette in the Shaker Heights High School production of "Les Miserables" in the fall of 2015.

After 10 years on bringing life to area stages, senior Lauryn Hobbs is embracing the spotlight.

"I've been in theater since the seventh grade. Really, I started in second grade, but I got serious about it in seventh grade," Hobbs said.

Hobbs played Timoune in"Once on This Island" and Cosette in "Les Miserables," and participated in the 2013 Freshman Show as well as various ensemble productions. However, she is a prolific perfomer whose range extends well beyond the Large Auditorium.

"Most of my experience is outside of school, just because I like to get a variety of experience and work with a lot of different people," she said.

In fall of 2015, Hobbs played Susanna Walcott in "The Crucible" at the Cleveland Playhouse. She has also starred in two productions of "West Side Story" at Truenorth Cultural Arts, once as Francesca, and once as part of the ensemble.

Hobbs has always attended Shaker schools but did consider attending a performing arts school. "We have one that's really close, but Shaker's not part of its consortium," she said.

"I would have loved to go to LaGuardia in New York because they are the number one performing arts school, but I didn't want to leave."

While in Shaker, Hobbs has taken advantage of the variety of arts classes offered, including Playwriting, Music Composition, AP Music Theory and Orchestra.

"I'd say my biggest inspiration is just the nature of theater itself," she said.

Hobbs was inspired to pursue and continue theater because it's a field that defies mastery.

"In terms of theater, it's so subjective that there's no endpoint in what you can do, and you're always trying to get better at it," said Hobbs. "I think the fact that you can't master it is what keeps me wanting to get better at it."

Hobbs has a very diverse set of special skills when it comes to theater. She can do a cockney and standard British accent, and is skilled in traditional Chinese singing and basic puppetry.

> **"What I like about working with Lauryn is that beyond her talent, she's not afraid to stop and listen and consider different angles, different thoughts, different ideas."**
>
> **SCOTT SUMERAK**

Many people have helped Hobbs on her path to get to where she is today.

"Definitely the teachers here at the high school, Mrs. McBurney and Mr. Sumerak. And then I have other great teachers here as well, like Mr. Moore, Mr. Durban, Mr. Kelly and I'm sure I'm missing other teachers, but all of my teachers here have been really helpful," Hobbs said.

While performing in "The Crucible," Hobbs missed 10 consecutive days of school. She also missed a week and a half while in Miami, Florida, for National Young -Arts Week, an event in which 170 finalists in the arts travel to Florida to compete.

Lauryn was named one of the 170 National YoungArts Finalists in 2016.

Hobbs still had to catch up on schoolwork. "In terms of when I have missed school so much and when I have so much homework, they give me leeway. They are like, 'Turn it in when you can,' " she said.

Theatre Department Chariman Scott Sumerak worked with Hobbs in the high school productions "Once On This Island" in 2013 and "Les Miserables" in 2014.

"What I like about working with Lauryn is that beyond her talent, she's not afraid to stop and listen and consider different angles, different thoughts, different ideas," Sumerak said.

It wasn't until Hobbs' trip to Miami that she realized pursuing a career in theater was possible for her, and that she was already on the right track.

"Other people believe in me so that I can believe in myself," Hobbs said.

"I can believe in myself to continue this, because it is a really hard field, and a lot of people don't realize how tough it is, and how just getting a part at your high school show might not tell you that you should go into this as a career," she said.

"She's going to be working as a professional actor. I have no doubt," Sumerak said. "Whether that's what we consider a

ROGER MASTROIANNI//CLEVELANDPLAYHOUSE.COM

Hobbs portrayed the character of Susanna Walcott in the Cleveland Playhouse' production of "The Crucible." The show ran from Oct. 10 - Nov. 8, and Hobbs missed 10 consecutive days of school to appear in it.

professional actor, like someone on Broadway, or somebody who's simply making a living getting live work as a performer, I have no doubt she'll be able to do it."

After several years of rehearsal falling after school, Hobbs has learned how to manage her work.

"In terms of my earlier years, I think freshman year, I did, like, three shows at once and I didn't get home until, like, 1 a.m., and it was horrible," Hobbs said.

"And then my grades slipped and then you kind of just learn how to balance that as you get older, and the workload gets less and less," she said.

As a senior, managing rehearsal and school has been easier due to having fewer academic classes and more focus on applying for colleges.

However, as a freshman, getting home after hours of rehearsal proved to be a challenge. "It wasn't an option for me to get bad grades," she said.

Following high school, Hobbs plans to attend college and continue her theater studies.

"My top school to go to would either be Carnegie Mellon or Texas State for musical theater," she said.

"They accept six girls out of the 2,000 that apply, so I'll see. But I think it's possible."

"It's just something I look forward to everyday; like whenever school sucks I know I can just go to rehearsal and just do what I love."

LAURYN HOBBS

Hobbs hopes for life after college range from practical to pioneering.

"Hopefully [I'll] get a nice apartment, a pug and make some money, probably have a day job, too. That kind of thing.

"Maybe start a theater company one day," Hobbs said.

Asked about her favorite character to perform, she chose one of her outside roles. "I think Dorothy in 'The Wiz' was my favorite role, because it was my second time leading a show," said Hobbs.

"I was a lead in 'Once on This Island' here, but that was a student cast."

While a part of "The Wiz," she enjoyed the chance to create her own version of the role of Dorothy, and embraced the rare chance to lead a professional show.

Hobbs said that going forward, she would love an opportunity to play Eliza Hamilton in "Hamilton: An American Musical."

"She's just so dynamic, you know. In 'Helpless' she's so flirty, and then just that arc from 'Helpless' to 'Burn' is just heartbreaking, and I want to be able to take that journey," Hobbs said, referring to songs from the hit show.

After college, Hobbs hopes to move to either New York City or Los Angeles, depending on where her agent suggests.

"I think theatre impacts everything I do at this point," Hobbs said.

Hobbs tries to keep her theater life separate from her social life, but eventually they begin to combine. Being involved with theater has provided a welcome diversion from the daily academic grind.

"It's just something I look forward to every day. Whenever school sucks, I know I can just go to rehearsal and just do what I love," she said.

Hobbs was recently accepted to the University of Michigan's highly selective theater program.

"One thousand students apply," said Hobbs, "so I was pretty shocked when I got admitted. But it's my dream school, so I was over the moon!"

The Univsersity of Michigan program consistently admits only 20 applicants. It also offers Hobbs academic flexibility.

"[The program] also allows me to minor, which most musical theater programs don't allow," Hobbs said.

No matter where she lands eventually, Hobbs know performing will be part of life.

She said, "I think it's just something that you always keep with you; it's hard to explain, but theater is theater, and it's a part of me, and one day I hope to make it a real career."

Homework Taxes Teachers as Well as Students

Students groan about lack of sleep, but planning, grading assignments, assessments keep teachers up, too

MAGGIE SPIELMAN JOURNALISM II REPORTER

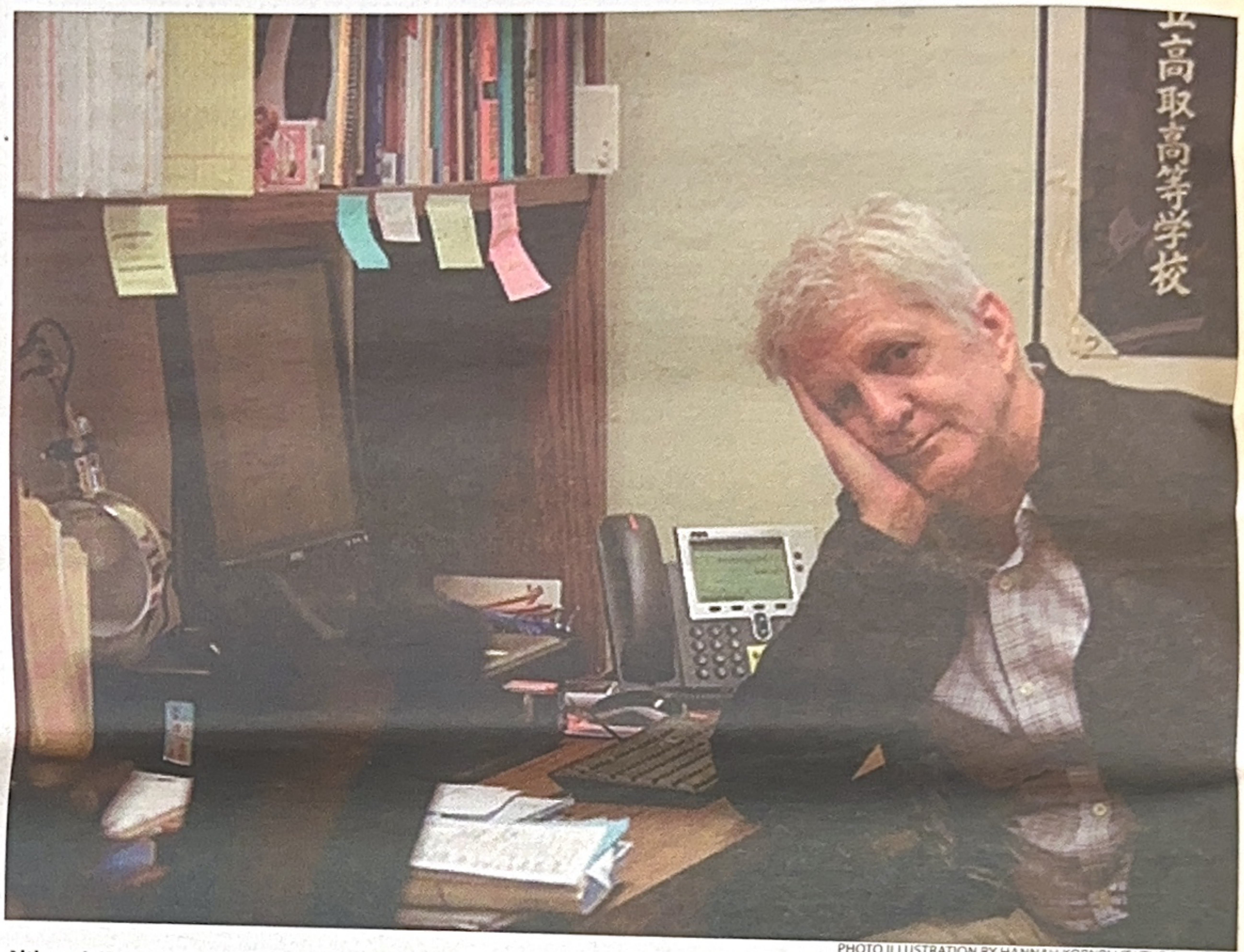


PHOTO ILLUSTRATION BY HANNAH KORNBLUT//THE SHAKERITE

Although IB Diploma Progamme Director Tim Mitchell said he assesses student work on weekends, teachers stay up late on weeknights, too.

Students often remark that teachers are ignorant about the amount of sleep students get, but they rarely spend time thinking about teachers' sleeping patterns.

Social studies teacher Tim Mitchell said he gets up at 6:30 a.m. every day and still manages to get an adequate amount of sleep.

"I'm out dancing most nights of the week," Mitchell joked. "I put a lot of hours into the job. I do spend chunks of time grading in the evening.

"If I have to do intense grading, like if I have to grade essays or written work, I'm much better off doing that grading earlier in the day than I am late at night, or weekends," he said.

As a teacher, he gets about the same amount of sleep as he got when he was a high school student.

He said he tries to help and prepare students so they don't get too stressed out in his IB or AP courses.

"When we came back, after semester one, I gave my students a reading calendar that takes them all the way into March. I kind of trust that my students will know how to manage their time based on their schedule. I have a sense that the work for AP U.S. History should take about an hour a day on average, but that when you find that hour can be challenging."

"It might not be the night before; it might be over a series of days before based on the other assignments you have to take care of.

"I am actually pretty conscious of how busy my students' schedule is, so by giving them lots of time to figure out when to do these things, I think, makes it manageable," Mitchell said.

Algebra II and Financial Algebra teacher Eric Babcock said that he gets exactly six hours of sleep a night, which varies from the four hours of sleep he slept a night when he was in high school.

"I usually spend a little bit of 5/6 period grading and an hour at home. Unless we had a quiz, in which case I spend a large chunk of time grading at home," Babcock said.

He also thinks grading has no effect on his sleeping patterns, and he would get the same amount of sleep regardless if he assigns work or not.

Babcock said, "grading just affects me doing things I would rather be doing sometimes."

He spends six hours grading for each test he gives and approximately 45 minutes for each of his five classes.

Mitchell said he doesn't find it helpful if teachers don't clearly express to their students when all their upcoming assignment will be due.

"I hear there are teachers who say, 'oh, for tomorrow, you need to do this.' And I think, like, you've got to be kidding me; what if that person has a dance class that night? What if that person's on the crew team and has practice until 8 o'clock? And you just now told them this is due the next day? "Or those people who wait even until the same week and announce a larger assignment that is due some point later in that week," he said.

"I think our test dates and our assignment dates should be set out long in advance, so people have a chance to have a more civil life," Mitchell said.

Sophomore Eunice Min gets even less sleep, ranging from only 3-5 hours per school night. "Homework takes me about 7 hours. I take double languages and two Advanced Placement classes," she said.

She tries to prioritize getting her homework done over getting the right amount of sleep.

"I don't even have a cutoff time because I really want to get all my work done, which teachers emphasize. They say you don't need to get good grades and just understand the information more, but in real life it's all about grades," Min said.

> **"I don't really know what kind of sleep my teachers get. I know they have to grade papers, but I can't imagine they get much less sleep than I do."**
>
> **EDIE DUNCAN**

She never considered how much sleep her teachers get. "There are many factors in what determines how much sleep a person gets -- whether they are actively busy, or they procrastinate," she added.

"Judging if teachers get less or more sleep than students all depends on exactly what they do throughout the day," Min said.

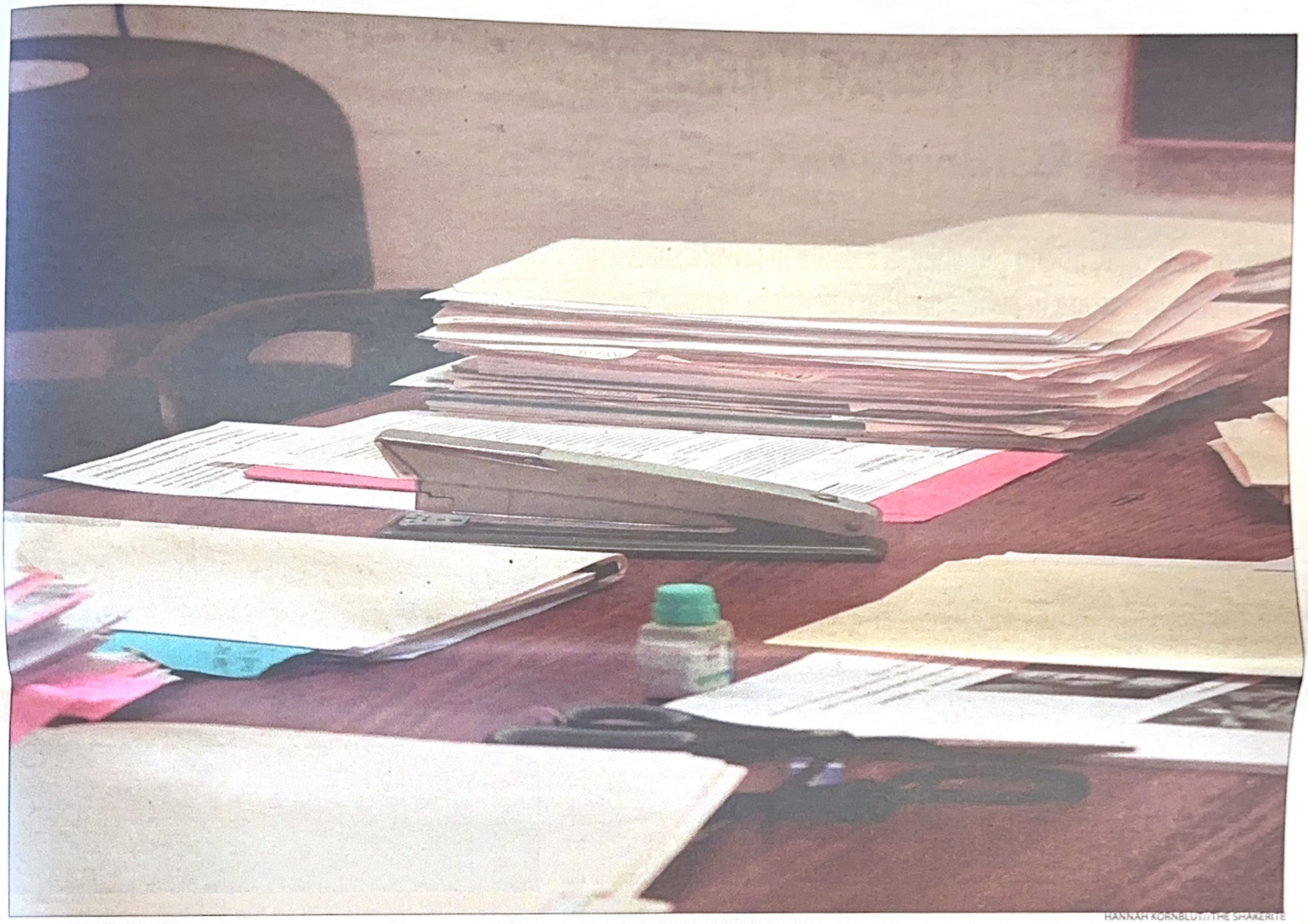
Algebra II and AP Statistics teacher Joel Rathbone teaches five classes and manages to get six hours of sleep a night.

"I sleep about two hours less a night in the school year than I do in the summer. Quiz and test grading are a large part of this, but planning lessons is also time consuming," Rathbone said.

Quizzes take him anywhere from two to three hours of grading, whereas tests range from six to eight hours, both of which he usually completes at night.

Junior Edie Duncan also said she doesn't think about how much teachers sleep at night.

"I don't really know what kind of sleep my teachers get. I know they have to grade papers, but I can't imagine they get much less sleep than I do," Duncan said. She be-



HANNAH KORNBLUT//THE SHAKERITE

AP U. S. History assignments await attention on Tim Mitchell's desk. Mitchell said he devotes about eight hours to grading one set of DBQ essays for his two APUSH classes, a task that he finds demanding.

She believes that reducing busy work would benefit both students and teachers.

According to an article published at Fractus Learning, four hours of sleep per night during a school week impairs someone as much as being awake for 24 hours. This level of impairment rivals the effects of being legally drunk.

"Not only does this greatly lengthen reaction time, impede judgment, and interfere with problem solving . . . it is no state to be teaching or learning in," the article stated.

World history teacher Kyle Fleming said that he gets just more than five hours of sleep a night.

"I got to bed at 12:30 every night and I get up at 5:45 every day," said Fleming, who added jokingly that hasn't slept for 10 hours in one night since he was in college.

While students devote hours to completing writing assignments, teachers must spend significant time assessing them. "I have to spend a lot of time to read and be thoughtful," Mitchell said.

After administering a Document Based Question test recently in his APUSH class, Mitchell stated, "I'm probably looking at eight hours of time to be able to read through two classes of DBQ's and mark them."

> **"I am on task when I'm at work because I know that I can't get things done at home."**
>
> **AMY FOGERTY**

"There's a lot that happens behind the curtains that teachers are involved in, that students are probably not as aware of," Mitchell said. "And this makes the job really demanding."

Other teachers find that they spend more time planning their lessons than assessing homework and tests.

"I think students don't realize how long it takes to create a good, creative lesson plan," said social studies teacher Amy Wadsworth. "But it's totally worth it."

Intervention specialist Kady Cole strives to get to bed early.

"I desperately try not to take anything home," said Cole. "I like to be in bed between 9 and 9:30."

Although teachers devote hours to working at home, Cole believes that it's helpful to remain positive toward her students, even after getting little sleep.

She said, "Sometimes being more upbeat makes them more upbeat."

FINLAND FINDS ANOTHER WAY

Mitchell also mentioned a documentary he recently watched titled "Where to Invade Next," written and directed by Michael Moore, whose documentaries use satirical methods to critique social, political and cultural norms.

"This movie was about him going to all different places in the world and claiming good ideas to bring back to the United States, and one of the places he went was Finland," Mitchell said.

Finland is ranked number one in the world for education and has become a popular destination for people interested in reform.

"What he found in Finland was the students go to school about 20-25 hours a week, even high school students, and they're not in class all that much. And amazingly, they don't have any homework.

"Yet somehow their educational system is ranked number one in the world," he said.

Moore's film also explores other areas of drastic difference in Europe. While in Slovenia, he examined the college system that is practically free. Moore noted that some Americans have begun to go to Slovenia to receive a less expensive education.

According to Moore, depending on the program, tuition would range from $1,500 to $10,000 American dollars.

Flashy Public Dance Proposals Pressure Students to Say, 'Yes'

Once upon a time, asking someone to a dance in private spared our feelings. Now, we ask in public, limiting our risk of rejection

EMILIE EVANS AND CLAIRE OCKNER
JOURNALISM II REPORTERS

High school dance invitations aren't what they used to be. A ritual that once required courage and a private moment now demands elaborate, public proposals -- documented on social media.

The shift to public proposals is not unique to Shaker and began in earnest three years ago. The Shakerite documened the trend in a 2012 story titled, "When Did Homecoming Invitations Become Proposals?"

The story relates the efforts of Robby Douglass ('14), who asked a girl to the dance by taking off his shirt and spelling "homecoming" on his and his friends' chests.

Since then, homecoming has prompted an annual competition to determine who can stage public dance invitations that rival marriage proposals.

While some students may enjoy these proposals, the pressure of the crowd and social media and being forced to make quick decisions may cause some students to accept dance invitations, even if they would rather decline. After all, a student who says, "No, thank you," to an invitation made in the middle of a class may find herself the subject of criticism from peers.

"I think the public ask kind of added a lot of pressure [to say yes] onto it," said one student who went to homecoming this year. "My plans for homecoming were originally to just go with friends and have fun, but I was kinda forced to be with my date. I felt like the dance could've been more fun if I wasn't asked by that person."

Know Abuse Prevention Coordinator Leah Weiss Caruso said that most dance proposals are well intended. She believes that it isn't impossible to say no to a proposal, but it isn't easy, either.

"It's important for students to know they have to be true to themselves, whatever anyone else says. That doesn't make saying, 'no' easier, for sure." she said.

She also said that public dance proposals can create an imbalance in power.

"I think if the person asking for a date is doing so publicly to control the situation –i.e., to make sure the other person says, 'yes' – there is an imbalance in power in that relationship," said Caruso.

"Healthy relationships should feel strong, equal. Not one person having control over the other."

Junior Kristi Seman said public invitations can improve self-image. "I think they can be cute and very confidence boosting because the person is showing that they want to go with you in front of an audience," she said.

"It does vary from person to person when asking because some people don't like the attention. But the downside to public asks it does kind of force a yes."

There is also a lot of pressure on the proposing side. "If your friends are doing it, you want to participate, too -- and there may be verbal pressure to do so!" Caruso said.

Asking another student to a school dance can be stressful and create a sense of uneasiness for all parties involved.

School psychologist Sagar Patel said that public dance proposals are bittersweet. "You know, it's really cool. One person has an opportunity to be really creative and do something. But at the other end, the person receiving that question may, of course, feel uncomfortable," Patel said.

Patel thinks that some students are able to refuse proposals, but other students might not be.

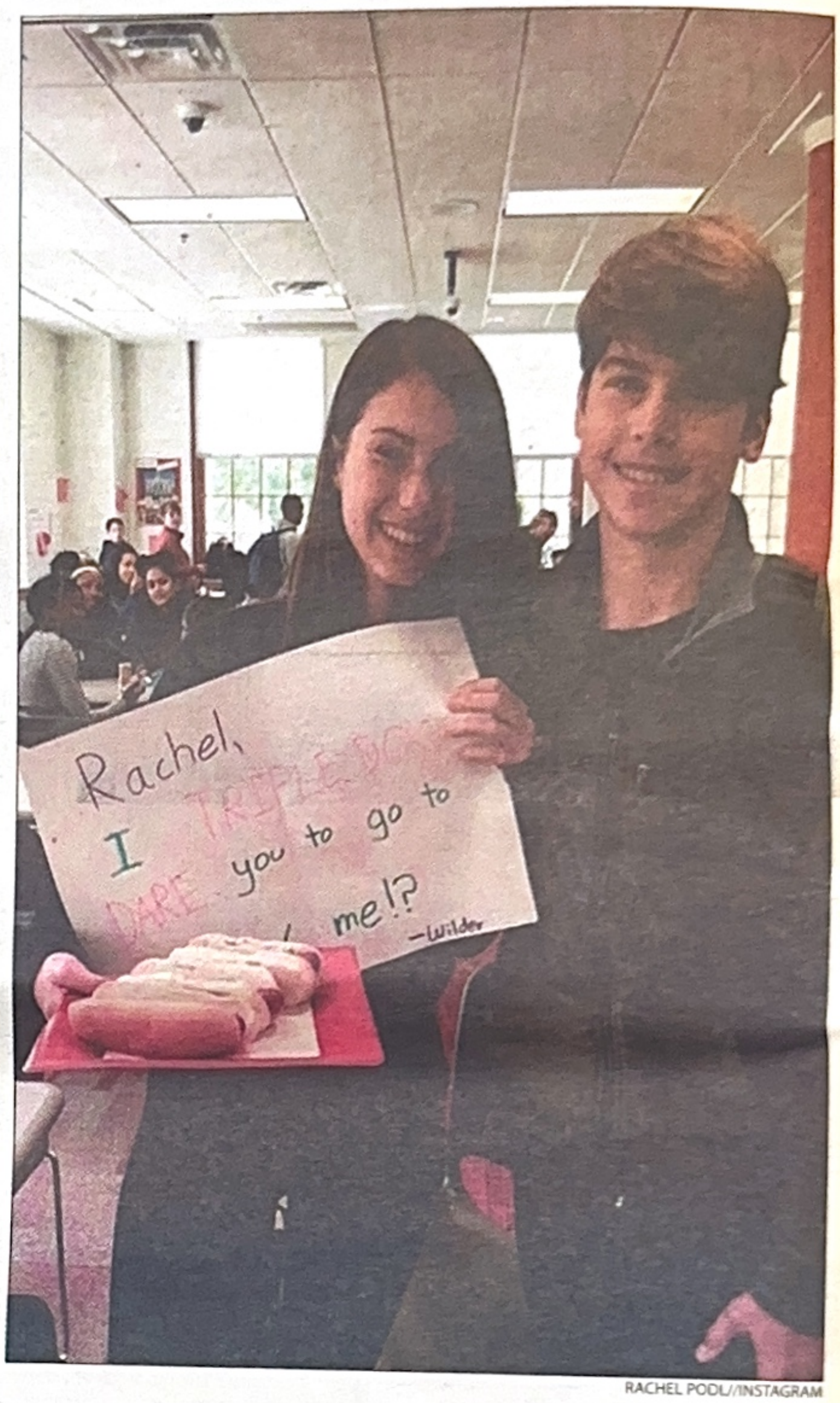
"Some students may say, 'Yes,' in the moment and then have a conversation and say, 'Hey, I didn't want to embarrass you in front of a whole cafeteria, so I want to be honest with you,' " he said.

Patel said a private conversation between the two students could prevent embarrassment on both ends.

"It's almost like how we, as a society, glorify proposals," said Patel. "When someone proposes to another person, we've seen it at basketball games or football games, at the mall. I don't know if it's something that's really that new; it's just now coming down to the high-school age kids."

Freshman Kanella Basilion said all the fuss is unnecessary. "If you want to go to homecoming with the person that asks you, then you go with them. It's that simple," she said. "If you don't want to, then you don't go with them. Having a date is just something that people have acquired doing because of society, but it's not something you need to do," Basilion said.

Social media encourages public dance invitations. This year's trending hashtag, #shakerspacerace, had students posting their public proposals on Twitter and Instagram for a Student Council contest. The winning proposer received two free tickets to homecoming.



RACHEL PODL//INSTAGRAM

Sophmore Wilder Geier asked sophmore Rachel Podl to homecoming with a pun, a poster and some hot dogs. The poster reads, "Rachel, I TRIPLE DOG DARE you to go to homecoming with me!?" Geier asked Podl during lunchtime at her table.

> **"If your friends are doing it, you want to participate, too – and there may be verbal pressure to do so!"**
> **LEAH WEISS CARUSO**

"I think that social media plays into it. I mean, it's a huge part," Patel said. "I always tell kids that I work with, 'If you have a smartphone or social media, Facebook, Twitter, Instagram, any of that, you're not 16 anymore. You have to act like you're 30.'

"When you're posting things online, it could be there forever."

Interim Principal James Reed III agreed that social media pressures students.

"Everything is photographed, everything is recorded. You know, I'm not a big fan of social media. People need to realize the drawbacks," he said.

In addition, it is against school policy to post images of another student online without the student's consent.

"Students should definitely be following the school policy; it's black and white, no deviation from that," Patel said.

"Is there anything wrong with wanting to have the best [proposal]? No. But, again, when it comes down to documenting it and sharing it . . . I think that does potentially cross the line."

KRISTI SEMAN//INSTAGRAM

Junior Andrew Roth asked Kristi Seman to homecoming by wearing a sombrero and writing his invitation on a tortilla.

Extra
It would be
Extra
ME...;)

CAROLINE KIKER//INSTAGRAM

Freshman Caroline Kiker and Caroline Wollman asked Trent Meyer and Nathan Murray to winter formal by writing a gum-inspired pun on a poster.

Public proposals can happen at any time during the school day. Sometimes, students are asked to a dance druing the middle of class, which can disrupt instruction.

In order to try to avoid chaos, students sometimes ask their teachers beforehand if they can propose during class.

"It can definitely disrupt the class. If I were a teacher, just to play on the safe side, I think I might encourage the student to find another way to ask that student," Patel said.

"Even if it doesn't disrupt the whole class, it might disrupt that student," he said.

Some people don't want to go to dances with a date. The would rather avoid the drama and go with a group of friends.

Sophomore Rachel Podl thinks school dances aren't about having a date, but about having a good time with your friends.

"I think if you don't do a big public ask, it's not a problem. If you do, then good for you. I'm sure there's a benefit if you're really trying to impress someone, but other than that, I don't think it's necessary," she said.

"I think if you don't do a big public ask, it's not a problem, if you do then good for you. I'm sure there's a benefit if you're really trying to impress someone, but other than that, I don't think it's necessary."

EMMA HUNTER

Freshman Emma Hunter said she didn't want to be asked extravagantly.

"I think big invitations are nice to get, but I don't think you necessarily need it." Hunter also said she preferred to go with her friends.

Head of Security Mark Seymore said he's not bothered by public invitations in the hallway as long as they don't harm anyone.

He believes students ask in public because they think doing so will definitely get them a yes.

"During class time, it's not appropriate. Maybe during hall change is a better time. But a lot of times if it's done in good fashion and in a good form, we usually just go with it because that's what we do here at Shaker," Seymore said.

He thinks people should ask others to dances the "old-fashioned way."

Seymore said, "You go out for a bite to eat, and you say, 'Hey, you know I was thinking about going to the dance' and it's either a yes or a no."

Algebra I and Geometry teacher Rebbekah Wadsworth had one student ask another to a dance during her class. She believes that this practice can disrupt the learning environment.

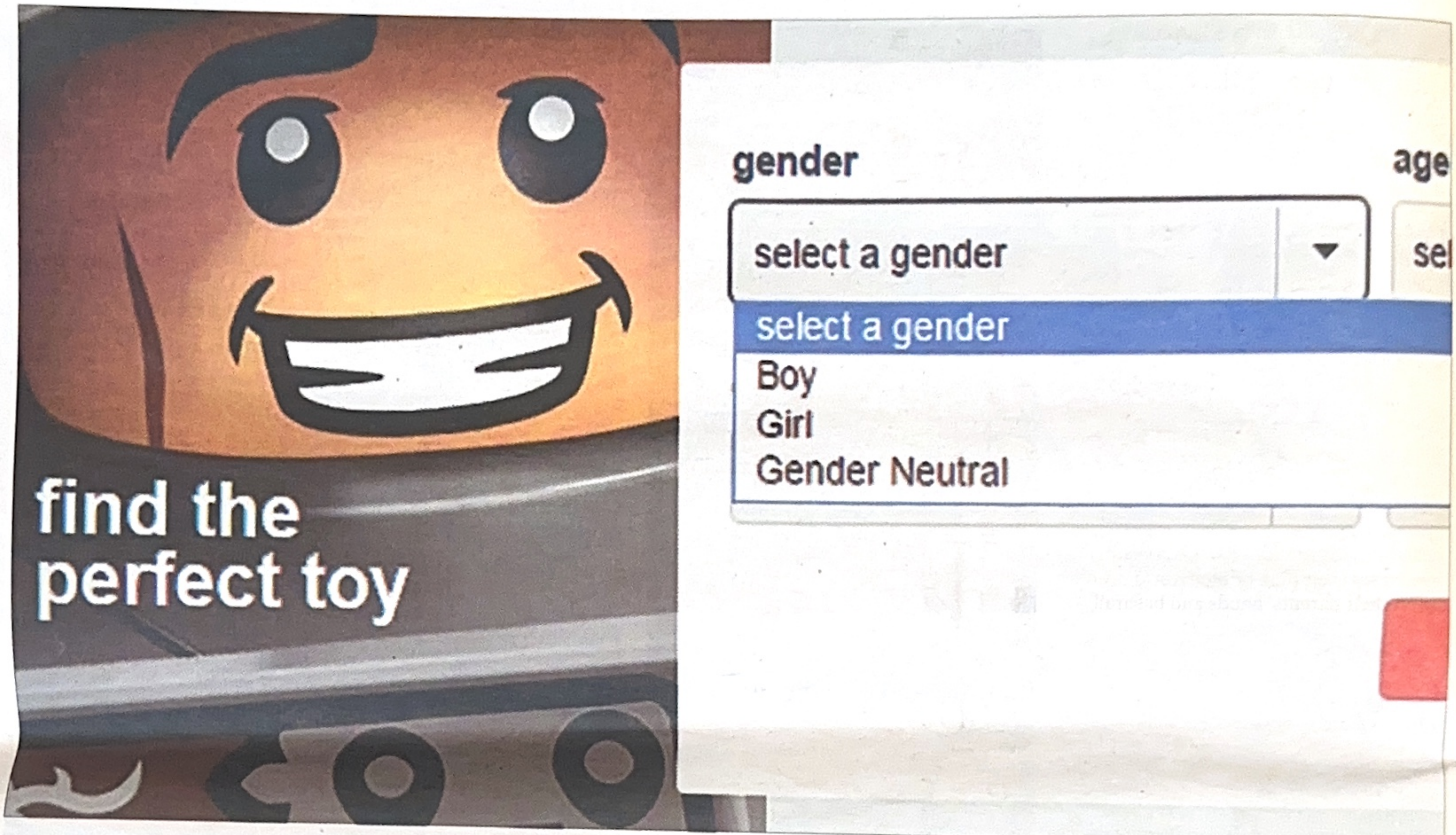
"To me, [the dance] is between one student and another student. To me, that's not something that I consider an issue," said Wadsworth.

"On one hand, you want to support your students and you want them to know that your classroom is a community, and that it's a place where you can share aspects of your life."

Wadsworth said, however, that the public proposals can interfere with learning. "We're here to get a job done and [asking a student to a dance] can cause a disruption and also potentially cause students to feel uncomfortable," she said.

"There was a situation this year where there was a student in the hallway who wanted to call another student out into the hallway to ask them. And other students went out in the hallway to take pictures," Wadsworth said.

"At that point, to me, it's like, this has gone too far."



SCREENSHOT BY EMILY MONTENEGRO//THE SHAKERITE

Repainting Our Sexist, Pink and Blue Planet

Unnecessarily gendered products subconciously segregate

Gender-specific conditioning begins seconds after a baby's dramatic entrance into the world, when the neonatal nurse places a blue or pink cap on the newborn's head.

Emily Montenegro
Opinion Editor

If the infant aligns with the opposite gender years later, the 21st century is fortunately more tolerant of blurring – or crossing – the gender line.

Yet, immediately after the baby first opens its tiny eyes, the child's world turns pink or blue.

Even if the parents opted for gender-neutral baby supplies before their baby's sex was determined, there is ultimately no escaping the hegemonic commercial divide between sparkles and camouflage, or Barbies and Hot Wheels.

Anyone who has perused a store's toy section, or has ordered a Happy Meal from McDonald's, can distinguish a "boy's toy" from a "girl's toy."

Girls, according to these toy aisles or cheap Happy Meal mini toys, love dolls, ponies, pink and glitter. Boys apparently like race cars, action figures, Nerf guns and anything blue, brown or orange.

Consumers can wander mindlessly through toy aisles, which are either blatantly labeled by gender or display overwhelming heaps of pink and blue.

They've no need to ask themselves, "Would my daughter want a Captain America shield or a tea set?"

They don't pause to wonder, "Should I get my brother a Barbie doll or a Stormtrooper helmet?"

Some companies have created two different gendered versions of the same product, furthering their stereotype-inspired brainwashing.

The famous building block toy company, Lego, recently launched a line of building sets aimed exclusively at girls.

These "Friends" sets, including "Heartlake Hair Salon" and "Butterfly Beauty Shop," are sold in purple boxes that line the girls' toy aisles.

Marketing is a tricky and complicated matter. Every product, aside from most food products or an Adele album, targets a certain audience.

Even if the parents opted for gender-neutral baby supplies before their baby's sex was determined, there is ultimately no escaping the commercial divide between sparkles and camouflage, or Barbies and Hot Wheels.

Based on the girl and boy toy divisions, marketers seem to believe that boys like Transformers and girls love babydolls. However, it raises the chicken versus egg question of which came first: boys' and girls' zeal for certain toys, or the toys thrust upon the genders?

Separating toys by gender may be convenient for the lazy shopper, but it isn't fair to the little boys who like dolls nor the little girls who like Nerf guns.

There is no reason that a boy can't play with a Barbie doll, but in this society he will have to brace himself against teasing from peers and family members.

If princess playsets weren't sold in bright pink boxes in the store aisle labelled "girls," and were instead sold in a neutral white box, girls would not be repelled.

Instead, the product might welcome interest from both boys and girls. It might be more welcoming for both genders.

WalMart has taken strides to blur the pink and blue color line, especially by featuring moms and daughters in their commercials for Star Wars, a traditionally male-dominated movie series.

Still, with all of the gender-specific store sections for gender-specific toys, the marketing world has a long way to go before the pink and blue color line is completely erased.

I remember my rare childhood trips McDonald's quite vividly, perhaps because they were only a few years ago.

I always had one of the month's featured toys in mind as I tore through my Happy Meal, all too excited for a french fry and that special toy.

Nine out of 10 times, I would take the toy I was given -- a My Little Pony statue or maybe a slightly disfigured Polly Pocket doll -- back to the counter and politely ask the employee for a "boy's toy."

I would add my newest treasure, whether it was a miniature Nerf gun or a shiny Hot Wheels race car, to my growing pile of beloved Barbies and Littlest Pet Shop figurines.

At McDonald's, the Nerf and Barbie toys were housed in separate halves of the display case where kids like me, seeking a break from their pink or blue world, would tug on their parents' hands and bashfully ask for the *opposite gender's toy.*

Yet, once the Hot Wheels race car was mixed into my Barbie collection, it was no longer a "boy's toy."

It was simply "my toy."

They all were my toys, and though I loved some more than others, my preferences never felt forced upon me.

Perhaps this is because there was no gender-specific marketing in my play area.

There was only one expectation: play and have fun.

Before you think gendered marketing is not a significant problem, consider that products targeting female consumers add to the economic inequity woman already endure.

BuzzFeed recently collected a series of angry Tweets that showcase ridiculous side-by-side comparisons of everyday products and their female-targeting counterparts, including Goldfish crackers and toolsets.

Even more concerning were the pink and green Dulcolax laxative boxes. The ladies' laxatives contained fewer tablets per box than the men's, but both were the same price.

This unfair pricing has become known as the "gender tax," which sets pink products at a higher price simply because they are meant for women.

A report from the New York City Department of Consumer Affairs revealed that these female products cost 7 percent more on average than the same product for males.

Socks, deodorants, children's scooters and even more obscure items such as rib support bands cost significantly more for women than they do for men.

In 2016, women in the United States are paid less for doing the same work, and are expected to spend more on the same products, than men.

A deep color divide exists, making boys choose deeper, darker, more "masculine" colors and forcing girls to have bright, lively and "feminine" colors. Girls and boys are supposed to play with pink or blue versions of the same toy.

Sleep Pretty in Pink
Women's Ear Plugs
High 32 NRR
14 Pair Value Pack
NEW
ULTRA SOFT
Women's Earplugs

BUZZFEED

A mystifying variety of products, from laxatives to toys to even ear plugs, are unnessecarily gendered. Most of the time, men's versons of products are bigger and bulkier, while the same products marketed toward women are typically delicate and colored pink.

Our country's sexist society feasts on consumers who are unaware of the gender tax. The gender tax exists because gendered products exist.

Sexist toy aisles exist because gendered products exist.

Gendered products exist because our country is stuck in our biased ways, determined to stay in pink or blue lanes that are leading us backward from the twenty-first century.

Gendered products exist because our country is stuck in our biased ways.

These inequalities divide us unessecarily, and create gender-based boundaries for equality.

There is no reason a woman should pay more for her laxatives than the constipated man next to her.

There is no reason a boy should feel unwelcome in the doll aisle.

There is no reason a boy should have to choose blue and black and a girl pink and purple.

There is no reason building blocks should come in gendered boxes.

There is no reason for unnecessarily gendered products.

No reason at all.

Around the World Through Diverse Cleveland Food

Inside of Johnny Mango World Cafe and Restaurant in Ohio City, guests converse in the lively and loud environment. Johnny Mango serves a variety of dishes, from Thai noodles to Mexican burritos. Although Johnny Mango is on the West Side of Cleveland, in the newly popular Tremont area, that does not mean it is hard to get to. A majority of the restaurants reviewed are on the West Side, and it is worth getting over the stigma of going over *the river, to get to this delicious ethnic food, from Indian to Mexican,* Brazilian to Thai.

MARGI WEISS//THE SHAKERITE

As Cleveland's food scene grows culturally, The Shakerite helps you find the best enclaves of ethnic cuisine

MARGI WEISS LIFESTYLE REPORTER

'Rite Bite

Cleveland has long suffered from an inferiority complex, but I believe this city is very underrated. In 18 years of living in Cleveland's orbit, I have found that the best thing to do is eat. Cleveland offers a wide array of culinary options that sample cultures from around the world.

A small selection of Cleveland's international restaurant hot spots are featured and reviewed here. Though some are located in the exotic region of Cleveland's West Side, these restaurants are worth the hike.

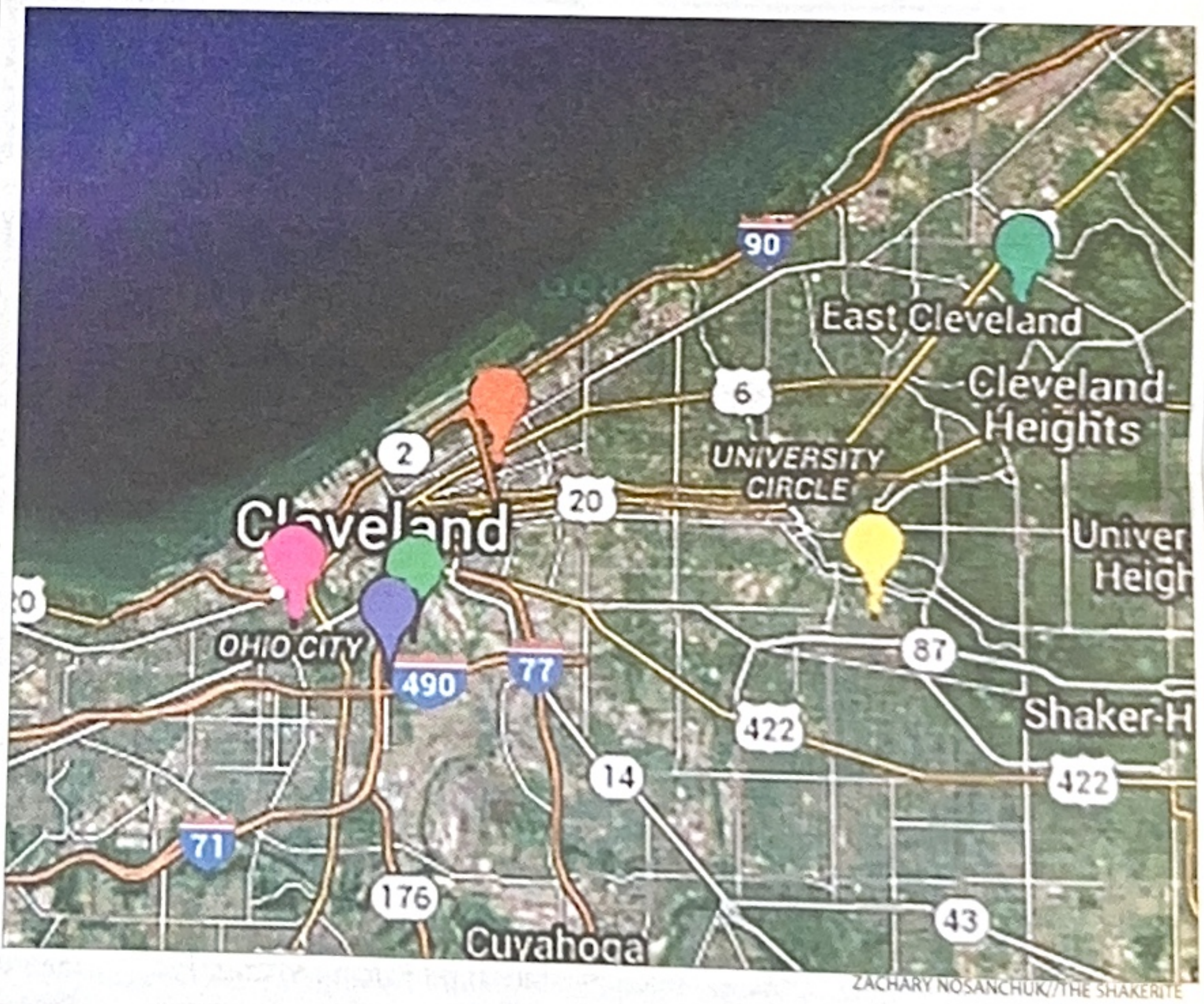
From Tremont, to Ohio City to Larchmere and beyond, Cleveland offers great opportunities for a new culinary experience. With tastes spanning from Asia to South America, these restaurants offer a fix for any craving with flavorful, delicious meals.

MARGI WEISS//THE SHAKERITE

Naan, from Cafe Tandoor in Cleveland Heights, is an Indian flatbread served with many Indian dishes. They offer different types of naan, from garlic to spiced lamb to cashew.

"BUT IT'S SO FAR!" NOT REALLY

With the farthest being 10.6 miles from Shaker Heights High School, these restaurants are not hard to get to. Take the short trip across the Cuyahoga River and find inexpensive, delicious spots in unique locations in the Cleveland area.



ZACHARY NOSANCHUK//THE SHAKERITE

Pink = Johnny Mango World Cafe
Turquoise = Cafe Tandoor
Yellow = Batuqui: The Flavor of Brazil
Green = Bac Asian American Bistro & Bar
Blue = Li Wah
Orange = Barrio Tacos

MARGI WEISS//THE SHAKERITE

Cleveland Heights Cafe Tandoor's butter chicken is a flavorful and vibrant dish. The samsosas, biryanis and naan are also reccomended.

Cafe Tandoor Concocts a Unique Taste of India

Cafe Tandoor has an extensive menu full of delicious traditional Indian dishes.

The fresh homemade naan is strongly recommended. This soft bread is offered in different flavors and is perfect for dipping in entree sauces such as the butter chicken.

This entree is a classic and restaurant favorite with its rich sauce served over rice.

The restaurant is relatively large and casual, making it great for any group size.

MARGI WEISS//THE SHAKERITE

Johnny Mango is a unique multicultural restaurant. The fried rice is a classic with a twist from its fiery lime sauce.

Johnny Mango Takes a Trip Around the World

Johnny Mango is the perfect choice for an indecisive night. It offers a full range of international dishes as well as many vegan and gluten free options, from Thai to Mexican to Chinese.

The flexible menu allows for a protein option in almost each dish.

The fried rice with fiery lime sauce, pad thai with peanuts and scallions and burritos are especially exceptional.

The casual and colorful environment is great for a group of friends or a family night, at especially lower prices. This Ohio City hot spot is full of life and makes for a fun outing.

MARGI WEISS//THE SHAKERITE

Bac combines culinary highlights of many Asian cultures all the way from Thailand to Korea. The kimchi noodles are a medley of Korean classics, and a customer favorite.

A Spark of Pan-Asian Flare at Bac Bistro and Bar

Bac offers a unique Pan-Asian fusion menu covering a variety of Asian classics, including lo mein noodles, basil fried rice, and pad thai, as well as dishes such as Kimchi noodles. Kimchi noodles combine several key aspects of Korean culinary culture such as the bulgogi style beef option, kim chi (pickled spicy cabbage and vegetables) and Kimchi sauce with translucent Japchae noodles (sweet potato based). Bac is a medium sized, trendy Tremont spot. Despite the fantastic food, a reservation is rarely necessary, and it has a classy, yet not fancy feel. The unique combination and modern take on Asian classics make a trip to Bac well worth the drive.

MARGI WEISS//THE SHAKERITE

Batuqui offers authentic Brazilian cuisine full of light yet creamy sauces such as that in the calamari. The intense flavors are plentiful and addicting as any option on the menu is a good one.

Batuqui's Cuisine Illustrates the True Flavor of Brazil

Batuqui's building is a former house, creating a small, intimate environment. The incredibly friendly service and the authentic Brazilian cuisine leaves visitors with a home-cooked meal experience.

Each dish's strong flavors are exquisite, particularly in their stewed sauces. Guarana soda is a must try, as is the Calamari Samba appetizer and the Pasta de Mariscos.

Both the calamari and the pasta have a similar creamy tomato sauce soaking the fresh seafood. A dinner at Batuqui is the ideal cozy night with spectacular food and desserts. You can't go wrong with any choice on the menu.

MARGI WEISS//THE SHAKERITE

For an authentic Chinese *dining experience, Li Wah is the perfect choice. With countless options, Li Wah is great for all. Fried shrimp balls are only one of these* fabulous options.

Li Wah Creates the Ultimate Dim Sum Experience

Li Wah is best known for its dim sum, a traditional presentation of Cantonese cuisine on small plates, is comparable to Spanish tapas. Li Wah provides an authentic Chinese culinary experience - customers are seated, automatically served a steaming kettle of jasmine tea and make their food selections from traveling carts of options.

Though Li Wah does have a menu, it is nearly all in Chinese and the Dim Sum style. Shrimp and pork are very common ingredients, but vegetarian options are also available. For an all new cultural experience, try dim sum at Li Wah.

MARGI WEISS//THE SHAKERITE

Barrio Tacos are perfect for a fun, cheap and delicious night out. The lively atmosphere and the colorful environment make for an all around positive experience.

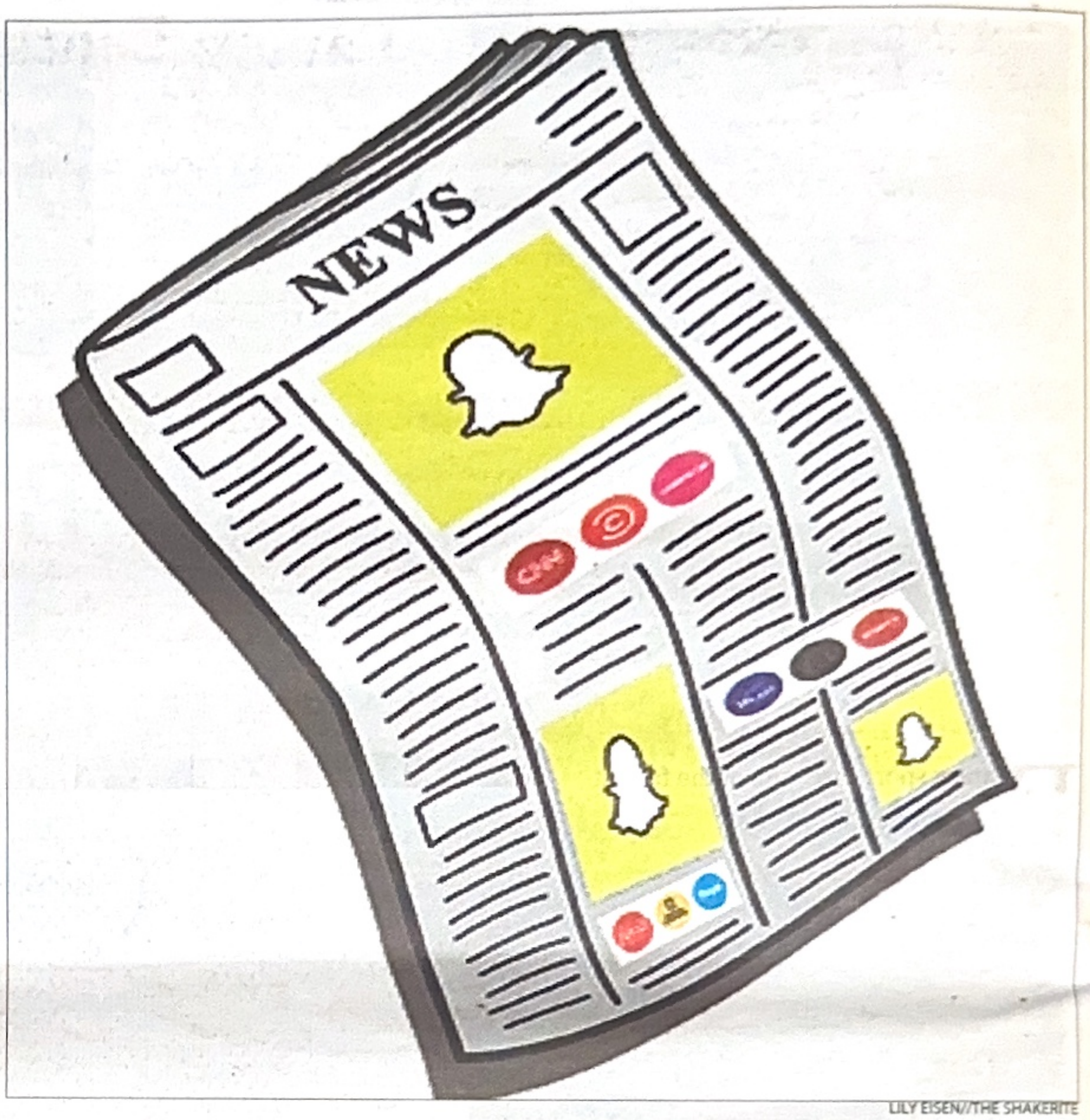
Barrio Tacos, Even Better than Chipotle

Barrio offers a great deal for delicious tacos. From either the suggested menu of chef's choice tacos or the "build your own" menu, a pair of tacos is a perfectly satisfying meal for easily under $10. The house-made salsas and guacamoles are phenomenal, as are the sauces. The El Jefe taco is a classic, infinitely flavorful and great with the "stoner" shell, which has a hard taco shell inside of a soft tortilla. The hard shell inside of the soft shell provides the flavors from both yet is much less messy than just a hard shell. Most of this vibrant, intimate space's seating is for two, your best bet for quick seating as the venue is always packed – for a good reason.

Your News, One Snap at a Time

Snapchat establishes itself as the new 21st century newspaper

ZACHARY NOSANCHUK LIFESTYLE EDITOR



LILY EISEN//THE SHAKERITE

Meet the newspaper of the 21st century: your Snapchat feed.

With its new Discover Feed, Snapchat features several news sources with interactive graphics, stories and vertical videos. Prominent news organizations' reporters populate their Snapchat "stories," social media posts, with current news. Many will use the video feature to capture live news moments.

Sophomore Anna Sternberg enjoys surfing through the Snapchat Discover Feed. "I scan through the different channels to see what interests me and just to stay up-to-date on pop-culture and what is happening in the world," she said.

Freshman Kanella Basilion said that it is essential to have more sources of news than just Snapchat, because the Discover Feed can alter the user's opinion. "I think it makes news more easily accessible to teens, but at the same time can be negative as there aren't a wide variety of news platforms available," she said. "Not every source is credible, and not every source has the same point of view, and if the Discover Feed is the only outlook on news teens are getting, then they have substantial chances of not knowing the whole story."

However, when Basilion uses the Discover Feed, she uses magazine-like sources such as Cosmopolitan magazine, and rarely uses the traditional news channels.

Former Shakerite Editor in Chief Shane McKeon ('14), now a sophomore at Northwestern University' Medill School of Journalism, is enrolled in the Medill On the Hill program. The program allows journalism undergraduates to act as full-time journalists in Washington, D.C. While following the South Carolina Republican Primaries, McKeon used Snapchat to engage users.

McKeon, however, echoed Basilion's concern. "I don't think people should be using Snapchat as their only news source, nor should it be their primary news source, in my opinion. Facebook and Twitter, which both redirect users to news outlets' websites, remain far better mediums for getting your 'meat and potatoes,' the important news of the day," he said.

Junior Zach Wheeler said that the Snapchat Discover Feed is overrated and will never replace newspapers. "The Discover Feed is completely useless in my eyes, and could never replace traditional newspaper, magazine or anything else on the Internet," he said.

"If you asked people 10 years ago if they thought Facebook would be most people's main source of news, you'd be laughed out of the room. Today, headlines are optimized for Facebook."

SHANE MCKEON

Still, Snapchat's Discover feed is a desirable hot spot for media producers because it appeals to teenagers.

"It is fast becoming a mobile media sensation, with a group of carefully selected media partners falling over themselves to provide stories and videos for a new generation of consumers, all from within the Snapchat app," according to Fortune, a prominent business magazine owned by Time, Inc.

Teenagers make up the majority of Snapchat's users. 18-24-year-olds comprise 45 percent of Snapchat's demographics, according to Business Insider.

According to Re/code, a technology news website, Snapchat is planning to introduce subscriptions for users' favorite Discover channels.

Subscribers would receive push notifications from the app, much like those provided by traditional news organization.

Snapchat does not accept just any media outlet for the new feature.

The current selection includes a variety of options, including CNN and Food Network, new web-based publishers Mashable and BuzzFeed, and print newspapers and magazines such as the Wall Street Journal and People.

A SNAPSHOT OF SNAPCHAT

Snapchat presents "snaps," or pictures or videos that can include text, doodles and emojis. Users can send a snap to an individual person, and it will expire in eight seconds after viewing, or they can send a snap to their story (a compilation of snaps), where all their friends can see it and it will last for 24 hours. On the stories page, users will find their friends' stories, along with the Discover Feed. The Discover Feed offers 21 round logos representing "channels" of news organizations. Each channel offers animations and videos. Some networks, such as CNN and Food Network, treat their Discover Channel like a series of TV shows. Others, like the Wall Street Journal, run animated graphics.

Zachary Nosanchuk

McKeon said that while many are skeptical about Snapchat as a news source, the same happened with Facebook years ago.

"If you asked people 10 years ago if they thought Facebook would be most people's main source of news, you'd be laughed out of the room. Today, headlines are optimized for Facebook, and news outlets employ 'social media managers' to make sure the content is doing well on Facebook," he said.

Sternberg said that Snapchat can bring to light stories that other media forms do not.

"Media in general can report information differently than old-fashioned newspaper and even TV, for that matter," she said.

With traditional media, many times countries and areas are generalized, creating violent racial or religious stereotypes.

"In the newspaper, on TV or on the Internet, the Middle East is constantly portrayed as violent and scary, but often times on Snapchat, I can view live clips about the history and culture of a country in the Middle East, I get a very different vibe than the news portrays."

Silly Little Game, or Illegal Enterprise?

Fantasy sports have become *gambling opportunities* rather than friendly competitions

FantasyFootballLabels.com
Jones-Drew Jacobs Slaton Johnson Jackson Tomlinson Gore Moss Johnson White Portis Westbrook
Lynch Gonzalez Jones Brown Owens White Rivers Colston Smith Wayne Barber Johnson
Boldin Grant Thomas Warner Romo Jennings Parker Addai Houshmandzadeh McFadden Welker Ward
Bryant Edwards Williams Jackson Stewart Jackson Gonzalez Clark Bush OCHO CINCO Gates Witten
Sproles Cooley Berrian Johnson Ward Rice Brown Wells Schaub Olsen Ryan Moss
Cotchery Royal Holmes Ravens Daniels Steelers Coles Jones Moreno Marshall Benson Evans
Miller Titans Jones Shiancoe Walter Palmer Giants Mason Lewis Bears Panthers Driver
Eagles Jackson Cowboys Avery Taylor Shockey McCoy Vikings Chargers Norwood Moore Holt
Winslow Cutler Carlson Washington Cassel Bradshaw Ginn Jr. Hixon Mendenhall Roethlisberger Hester Manning
Garrard Hightower Harvin Williams Jets Smith Morgan Gostkowski Hasselbeck Breaston FAVRE McGahee
McClain Keller Charles Branch Taylor Bennett Greene Boss Crabtree Curtis Betts Williams
Kaeding Bironas Pennington Brown Longwell Miller Campbell Flacco Scheffler Graham Coffee Edwards
Chambers Muhammad Buccaneers Orton Patriots Delhomme Crosby Fargas Crayton Akers Gage Folk
Dolphins Washington Vinatieri Austin Celek Hartley Scaife Nicks Gould Fasano Kasay Colts
15 15 15 15 15 15 15 15 15 15 15 15
Rodgers Manning Brady Bowe Smith Williams Fitzgerald Brees Peterson McNabb Forte Turner
17 17 17 17 17 17 17 17 17 17 17 17

WIKI COMMONS

Draft Kings and FanDuel are just a few of the online fantasy sports websites that states including Illinois, New York and Texas have come down against in recent months, claiming they are an illegal way to gamble. These sites are considered addicitve and unregulated.

Fantasy sports are one of the fastest growing industries in America. According to ESPN, more than 30 million people participated in fantasy sports last year, and daily fantasy games have expanded to include everything from the NFL to college sports to professional golf.

Ned Weingart
Raider Zone Editor

These sites, such as DraftKings and FanDuel, draw in many sports fans with their non-stop adds during Sunday NFL football games. But these sites' annoying commercials aren't the only things making headlines.

The state of New York believes these daily fantasy sports sites are illegal gambling sites and condemned their practices. The "daily fantasy" industry is growing immensely, and according to the New York Times, brought in over $2.1 billion in entries fees in 2015 and will grow to more than $20 billion by 2020. These sites claim to be games of skill for die-hard fantasy sports fans, but these games are not fantasy sports.

The concept of fantasy sports was created in 1978 by New York Times Editor Dan Okrent and some of his academic friends who wanted a way to follow the game they loved. Okrent and his friends met every week at the La Rotisserie Francaise Restaurant in New York and formed the "Rotisserie Baseball League." Okrent did not have the intention of creating a worldwide phenomenon, especially not a multi-billion dollar industry. Over time the idea spread to other sports, such as football. With the ability to play on the internet, the "silly little game," as Okrent called it, became an international phenomenon.

However, Okrent and his friends might not be too happy about the current state of their creation. Okrent created Rotisserie Baseball as a way to test his own baseball knowledge against his friends'.

As an avid fantasy football and basketball player, I don't understand the appeal of daily fantasy games like DraftKings and FanDuel. For me, the appeal of fantasy sports is drafting a team of players as your own based on your knowledge of the sport, competing against your friends and winning bragging rights.

In both my fantasy leagues, there is no monetary incentive, just the incentive to compete against your friends.

Another aspect of the Draft Kings and Fan Duel sites is that they are one-day games, which means you can reset your team every day.

This is unappealing to me, because part of the fun of fantasy sports is following the players on your team over the course of the year. I've ended up watching random basketball games on a Wednesday night just to see how one of my players is doing. If you change your team every day, then you don't really make that same connection with players, and it becomes less about the fun of watching and following the game and more about making money. And when you're just in it to make money, it's no different from gambling.

Junior Liam O'Donnell plays fantasy sports not for the monetary incentive but for the competitive aspect, and for the opportunity to broaden his viewing horizons.

"One of the main reasons I play fantasy football is to be competitive with friends," O'Donnell said. "It's also nice to have some viewing interest in a game between the Buccaneers and the Raiders."

One reason why many states such as New York, Illinois and Texas have all come out against these one day fantasy sites is because the sites take a portion of players' winnings when they win a matchup with another player, similar to the way a casino takes a cut.

For me, the appeal of fantasy sports is drafting a team of players as your own based on your knowledge of the sport, competing against your friends and winning bragging rights.

Texas Attorney General Ken Paxton, said that he believed the sites were gambling in an interview with CNN.

"Simply put, it is prohibited gambling in Texas if you bet on the performance of a participant in a sporting event and the house takes a cut," Paxton said.

O'Donnell agrees that one day fantasy games should be illegal.

"I think it should be illegal because it is definitely unregulated gambling, and it seems like the only reason the NFL is okay with these sites is because they have a sponsorship deal and make money off them," O'Donnell said. "It seems like a double standard to make these games legal, but to keep certain gambling games like online poker illegal, because they both require the same amount of skill and luck."

Senior Justin Bernstein believes that betting money with friends is okay, but it can become gambling.

"I think it really depends on the format of the league," Bernstein said. "I think if you're in a league with a bunch of friends then [betting money] is fine, but the sites like DraftKings and FanDuel seem like a different story because you lose that friendly competition."

Bernstein also believes there is a social aspect of fantasy basketball that you don't get from these online sites.

"Fantasy sports requires a certain set of social skills to be successful because you are constantly talking trades with other members of the league and working out deals," he said. "I've made a lot of friends playing fantasy sports, and I take it pretty seriously. But at the end of the season, win or lose, I always enjoy playing because of the social aspect."

Gender Disparity in Athletic Funding Favors Male Athletes

For every dollar spent on men's athletics, the district spends 60 cents on women's teams

EMET CELESTE-COHEN JOURNALISM II REPORTER

On average last year, male athletes received $799.16 in district financial support each. Each female athlete received $652.55.

That extra $146.61 may not seem like much, but spread across the entire athletic department, it adds up.

Of the $563,000 the athletic department received last year, men's sports received more than 63 percent.

Even if one excludes all gender-unique sports -- football, wrestling and volleyball -- women still only receive 45 percent of the budget. Football alone receives 20 percent of the entire budget.

Freshman Melis Baltan-Brunet plays tennis on the women's varsity tennis team. "We could get more training," she said, "if we got as much money as the guys. It costs money to rent an indoor facility during the off-season."

"We usually have to pay out of our own pocket because if we don't play, we end up pretty terrible," she continued. "Our parents shouldn't have to pay $100 just so we can keep in practice."

But the boys have to pay as well during the offseason. The school only pays for practice facilities during the season. Head Tennis coach Allan Slawson said the men's tennis team is reimbursed for more indoor practices because there are more rainy days during their spring season. That's why more money went to men's tennis.

"If the weather got bad in September and the girls needed to go inside," he said, "the money would be there."

But disparities in the rest of the athletic department aren't as easily explained.

Athletic Director Don Readance said the $142,454.25 divide cannot be attributed to the fact that more people might go to men's games.

"Some people say, 'Oh, the football people keep all the money they make for themselves.' It's not true. Boys' athlete gate proceeds don't go only to boys; they're spread across the entire department," he said.

The extra money men's teams independently fundraise isn't shared within the department, so it is not included in the budget.

> **"Our parents shouldn't have to pay $100 just so we can keep in practice."**
>
> **MELIS BALTAN-BRUNET**

SHAKERATHLETICS.ORG

Shaker's football team's spendings make up around one-fifth of the entire athletic department's funding. Even without their purchases included, male sports still make up a majority of the athletic department's budget.

Readance said the differences probably arise from more male athletes and the higher cost of teams such as football and hockey. "I know for a fact that the boys' teams had to pay for more tournaments this year," he said. While that may cover some discrepancies, it doesn't cover everything.

Sports such as ice hockey don't make much of a difference because the school doesn't pay for the team's ice time. Hockey head coach Matt Bartley said that the expenditures for field hockey and ice hockey should be quite similar.

Senior Bridget Mitchell is a captain of the women's lacrosse team. She said the team often has to raise money to pay for equipment. "Nothing is paid for by the school," she said.

"The boys' lacrosse team is going on a trip this spring," she said. "We can't." She is unsure how much of the four-day trip to Washington D.C. the school is paying for. "I can't imagine it's inexpensive, though," she said.

The school provides only transportation for team trips and is required to pay for nothing else; most of the money for the men's lacrosse trip came from fundraising. Readance said the women's lacrosse team isn't going on a trip because the coach didn't want to.

Either way, Title IX -- which regulates activities that receive federal financial assistance -- does not require equal expenditures on male and female athletes. So, even though Shaker's male athletes receive more than the females, there is no ground for legal action.

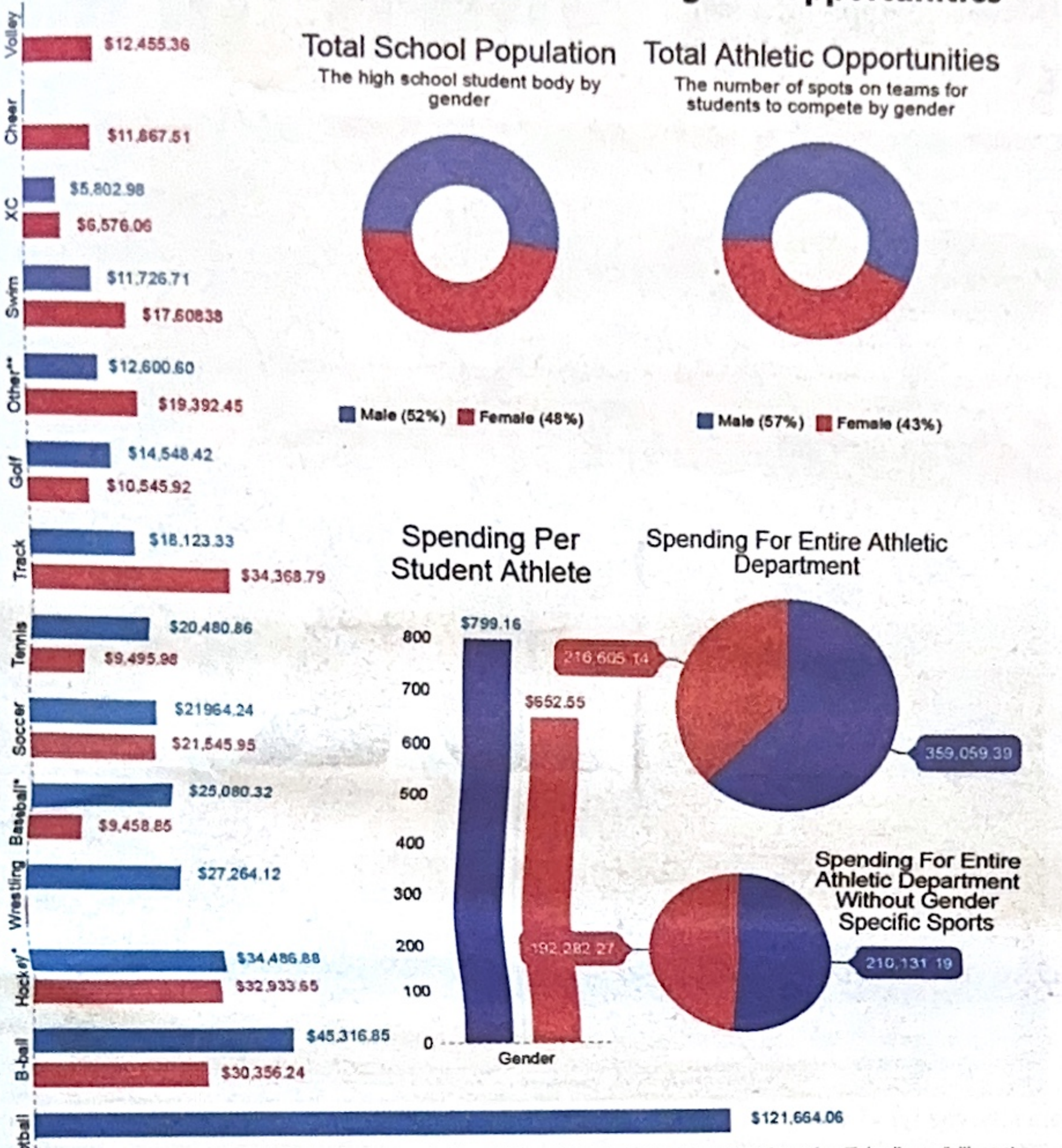
Title IX does, however, assert that the number of athletic opportunities should reflect the population of the school.

Opportunities are counted as the number of available athletic positions for students -- the number of spots on a team, not how many people fill them. Of the approximately 940 possible spots on Shaker teams, only 404 were available for female students -- 43 percent. Yet, according to a head count done by the Ohio Department of Education, nearly 48 percent of Shaker Heights High School is female.

Case Western Reserve Athletic Director Amy Backus deals with Title IX daily. She has found that only a small amount of cases based on unequal opportunities go to court. "Very, very few colleges and universities, if any, that I know of, are in compliance with this rule," she said.

With a changing student population, it's nearly impossible to have rosters that reflect that population. Readance said he thinks unequal opportunities and money are only natural. There isn't as much money going into women's athletics because there aren't

Athletic Program Contains Gaps in Funding and Opportunities



*The female counterparts for hockey and baseball are field hockey and softball

**Other includes lacrosse, rugby and multiple other activities not accounted for under state coding

EMET CELESTE-COHEN//THE SHAKERITE

as many female athletes. "Everyone has the opportunity to participate," Readance said. But he said that fewer girls choose to participate.

"It's cyclical," he said. Female athletes may not try out in fear of being cut and, in doing so, decrease the chances of another team being created for them.

Kaitlin Nordstrom, freshman, tried out for soccer this year. She made the practice squad, where she practiced with the junior varsity but never played in games. "I was also excluded because they didn't see me as part of the team, even though I was there at every practice," she said.

"I think I would have felt infinitely times more comfortable on a junior varsity B team and my soccer experience at the high school would've been much better," she said. "I'm sure we wouldn't have been great, but a lot more people would have felt accepted."

Most teams make cuts, but if they have cut enough players to make a new team, a team will be created. The men's soccer program has three teams -- varsity and junior varsity A and B.

Head Men's Soccer Coach Alan Naigeon said the junior varsity B team varies from day to day. Some days more people will join, other days, they will drop out.

But Readance said he was unsure about creating a third women's team. "I have kids who say, 'I want to play this sport or that sport,' and I ask, 'Have you ever played?' " he said. "It's a problem having kids who can't play on a team."

He said he wants to make sure that the high school is still facilitating competitive sports. A third team for women's soccer or field hockey, where people may play only to get a gym credit, would undermine that goal. "This isn't a rec league," he said. "This isn't SYSA."

But the men's soccer Junior Varsity B, which still holds practices and plays games regularly, is similar to Shaker Youth Soccer Association play, according to Liam Mazzone. He is a freshman on the men's junior varsity B team and played on a SYSA team last year.

"Most aspects of the junior varsity B team are less serious than SYSA," he said.

Maintaining a competitive athletic program isn't the only difficulty, however. In fact, the more difficult problem is finding where to put people.

"We'd have to take a really good look at the facilities and the scheduling; we're splitting at the seams as it is," Readance said. He stressed that money isn't the problem; lack of space is.

"From a logistics standpoint, it's tight," he said.

> **"Sometimes the schedule may just be so that the boys get more turf because that's the way it falls. "**
>
> **DON READANCE**

Equal funding and opportunities are just two of the many of Title IX guidelines that help ensure a sexism-free environment. Publicity, practice times, sports services, locker rooms and facilities, coaching staff, history of expansion, modes of transportation and medical availability are also considered, Backus said.

Shaker doesn't have to worry about most of these requirements. The medic drives his golf cart to each home game in case someone gets hurt; it doesn't matter if it's a women's game or a men's game.

All teams have to hold practice at challengin hours every so often. And, in most cases, a team will take a yellow, uncomfortable-but-equitable school bus to their away games. There is, however, some concern in other areas.

Audrey Himes, freshman soccer player, noted a disparity in use of facilities. "The boys always had priority for the turf," she said. "We'd always have to do practices at Woodbury."

Readance dispelled this idea. "It's not accurate," he said. "Sometimes the schedule may just be so that the boys get more turf because that's the way it falls," he said.

Shaker's history of expansion shows more growth in men's athletics than women's. Since 2011, the men's athletics budget has gone up 54 percent.

Over that same period of time, the women's budget rose by only 23 percent.

Emma Neil, women's varsity soccer player, didn't feel like budgeting disparities were affecting her team, but she did notice another problem. "They didn't really announce us at all," she said. "We're not a championship team yet, so that may be the reason why."

Baltan-Brunet also noted a lack of publicity. "It'd be nice to be mentioned," she said. "Even the golf team is getting a mention, and we don't even get a word."

Of the 117 sports-related mentions on the morning announcements from the beginning of the school year until Feb. 9, only 51 were for women's sports.

Readance said he doesn't really follow the announcements, but he does control the Shaker athletics' Twitter account.

Even there, he gets information from coaches. "I'm not going to spend more time staying up at 10 o'clock in bed, tweeting out wrestling scores than necessary," he said.

If there happens to be more publicity for men's athletics on the Twitter account, the responsibility falls to the coaches.

Readance said he thinks the differences are not a problem. "It's be a problem if coaches couldn't get what they needed, or if teams were suffering," he said. For the most part, they aren't. In fact, women's sports teams excelled this year.

The highlight of fall sports, in Readance's opinion, was the women's cross country team, the first from Shaker to go to states.

If there is a disparity, it isn't slowing them down.

The Last Closet Opens up With Difficulty

LGBT gains in legal, social equality remain goals in athletic environments

DON BENINCASA//JOURNALISM II REPORTER

Bob Elson

Sophomore Samira Colbert (center) plays against St. Joseph's Academy during the 2015 season. Colbert is one of few Shaker athletes who have come out. "I think there would be intial awkwardness," said hockey Captain Peter Shick about players coming out on the team. "However, no teasing."

Every year, thousands of high school students face a life-changing decision.

They have to choose between coming as a member of lesbian, gay, bisexual and transgender community, or keeping their identities a secret.

Matthew Dils is a senior golfer and cross country runner at Swan Valley High School in Saginaw, Michigan. Dils made the decision to come out in April 2015.

"It is hard coming out while being in sports. I feel as though some are afraid as how they will be treated on the field or get looked at in the locker room," Dils said in an email interview.

Dils is one of 105 individuals whose decision was made public in 2015 on the website Outsports.com. The site is the world's leading gay sports publication, where athletes *tell their coming out stories. Reading these stories inspired Dils to make his decision.*

In the Outsports article in which he came out "In the end, it all ended up working out for them, therefore giving me more and more courage," said Dils. "These articles gave me a sense of security that things would be OK."

He also explained while it is already hard to come out, it is even harder for an athlete.

"It is already a hard thing to come out, but to add the pressure of every one of your closest peers on a team to know something so personal makes it that much harder," he said.

Dils' experience is occurring more frequently at high schools nationwide as more and more professional and collegiate athletes come out and the national culture becomes more accepting of LGBT people. High school athletes and their coaches are learning how to respond.

Shaker is no exception. Students interviewed for this story said gay male athletes here find it especially difficult to come out. Sophomore Emma Duhamel said it is hard for male athletes to come out because of their "hyper-masculine image." Fear that people will consider them less masculine discourages male athletes from doing so.

Lesbian athletes are not free of worry, either. Sophomore Samira Colbert, a lesbian rugby player, said there are many kids in sports who are afraid to come out. "Being an athlete is a very physical thing, including being close to other people of the same sex," said Colbert. "Some [teammates] might get weirded out."

Senior men's basketball player Jeramie Burge said that a gay teammate would cause discomfort. "Honestly, the [gay] athlete would not be as welcome," said Burge. "The teammates would feel uncomfortable changing and showering with a gay teammate in the midst. You would feel like [you're] getting 'checked out' by him, and this would cause issues."

However, senior hockey Captain Peter Shick thinks the hockey team would eventually be able to handle this scenario.

"I won't lie. I think there would initially be awkwardness," said Shick. "However, no teasing; our players are above that. I think over time the situation would become normal, and the awkwardness would subside."

But Noah Michelson, editorial director of The Huffington Post Voices, doesn't think the locker rooms close environment should be a problem when straight and gay people are together.

"Gay men are now proudly serving in the military, in even closer quarters and under way more pressure than professional athletes, without any problems," Michelson wrote.

Junior basketball player Maia Harris said her team would not distinguish between LGBT and straight teammates.

"With my team. [everybody accepts] them for who they are and treats them just like everyone else," she said.

This more equal treatment of gay athletes in today's society is allowing more professional athletes and referees come out

University of Missouri defensive end Michael Sam came out in 2014 and became the first openly gay player to be drafted in the NFL. Sam's college teammates and head coach were universally supportive of his decision, which earned significant media coverage. Because the NFL is one of the most popular professional sport leagues in the country, Sam's announcement and the St. Louis Rams' decision to draft him encouraged athletes at all levels to come out.

> **"Today when a prominent athlete comes out, he or she might get a call from the president and be offered new endorsement opportunities. When I was outed, I lost all of my sponsorships within 24 hours.""**
>
> **BILLIE JEAN KING**

Shaker sophomore Micah Hills said Shaker football players would be more accepting of a gay teammate than other sports.

"At first, people will feel uncomfortable, but football players know how to work things out to reach their ultimate goal," said Hills. "A prime example is Michael Sam, who was an openly gay football player, and he fit in great with his team even though his career didn't last that long."

The Rams cut Sam before the 2014-15 season. He now plays in the Canadian football League.

Hills said the football team cares about winning games above all else, no matter the players' sexuality.

"It does not matter [whether] the man is gay or straight," said Hills. "The only thing that matters to the team is winning games. We want to win games, so we accept everyone that can contribute," he said.

Former NBA player John Amaechi decided to come out after retiring in 2007. He now works as a psychologist, a broadcaster for the BBC (British Broadcasting

MAGGIE SMITH//THE SHAKERITE

John Amaechi speaks to Shaker students in the small auditorium Oct. 22, 2014. In 2007, Amaechi, became the first NBA player to come out. He encourages athletes to be themselves, but, he said, "You can't tell an athlete to come out."

Corporation and an activist in improving sports culture for gay athletes.

Amaechi said that while it is great when an athlete comes out as gay or lesbian, an individual should not be pressured to come out.

"You don't tell all high-schoolers that it's universally good to come out. There are well-documented cases of young people being hurt or hurting themselves because they lack any kind of support system around them. So even in 2016, you can't be cavalier about people coming out," Amaechi said in a phone interview.

"If you're a talented athlete and you might have an opportunity to go to college and get a scholarship, it [could] be jeopardized if you came out in high school," he said."You have to be really careful about just saying in 2016 everything's fine."

Tennis star Billie Jean King, who was outed in 1981, said today it is drastically easier for athletes to come out as gay. Long after her professional career ended, she remains a well-known LGBT advocate. In 2009, she became the first female athlete awarded the Presidential Medal of Freedom, and she contributed to the struggle for gender equality by defeating former professional tennis player Bobby Riggs in a highly publicized contest dubbed the "Battle of the Sexes."

In an email interview, King noted the price she paid by coming out long before LGBT people were widely accepted. "Today when a prominent athlete comes out, he or she might get a call from the president and be offered new endorsement opportunities," said King.

"When I was outed, I lost all of my sponsorships within 24 hours."

Since 1981, the United States has legalized gay marriage and eliminated the ban on LGBT military service. Last summer, Cleveland hosted the International Gay Games, an Olympic-style athletic competition for LGBT athletes. Unsurprisingly, these dramatic changes are affecting high school student-athletes.

Writer Dan Woog first addressed the issue of gay high school student athletes in his 1998 book "Jocks: True Stories of America's Gay Male Athletes." He agrees that gay athletes enjoy far more acceptance today.

"It's been exponential. And it's been all over the country," Woog said in a phone interview. "There are gay-straight alliances, or educational policies, or something that is being positive [for gay students] in over 95 percent of the country."

But, he said, the acceptance of high school gay athletes has grown at a slower rate compared to the general high school population.

"It's been slower. I think the reasons are cultural. In the writing I have done, I have talked about sports as being the 'last closet.'

DAN WOOG

"It's been slower. I think the reasons are cultural," he said. "In the writing I have done, I have talked about sports as being the 'last closet.' "

Woog believes this "last closet" lingers because of the hierarchical system of sports."You are sort of trained to follow a coach," he said.

"Coaches sort of coach the way that they've been coached. They hand down these attitudes that are either anti-gay or misogynistic," he said.

Women's rugby coach Jessica O'Brien believes her role as a coach is to always take care of the players first.

"Personally, I want everyone on the team to feel comfortable and accept each other for who they are," she said.

"So far in my history of coaching I have not had an incident where an athlete was being bothered or harassed because they were gay," she said.

Coming out is no new national topic. The scenario is coming closer and closer to Shaker. "It appears society is more open to gay athletes," men's basketball coach Danny Young said.

But, Young said he still hasn't coached any openly gay athletes.

Other Shaker coaches declined to comment.

Ellie Felderman, a Hathaway Brown sophomore rower, came out in front of the whole school earlier this month.

"I talked about Megan Rapinoe and how she has made a lot of progress for not only women but the LGBT community as well. I said that it was really important to me, personally, because I'm gay," Felderman said.

As out lesbians, Rapinoe and her former teammate Abby Wambach have played key roles in increasing acceptance of gay athletes.

Wambach has committed to being an ambassador for gay athletes and she, along with Rapinoe, have shown athletes it is OK to come out in sports.

Rapinoe has addressed the issue of not enough athletes being out in sports, though. "I feel like sports in general are still homophobic, in the sense that not a lot of people are out," she said in an Outsports article.

"I feel everyone is really craving [for] people to come out. People want –they need – to see that there are people like me playing soccer for the good ol' U.S. of A."

Felderman said she grew tired of explaining things like why she didn't take boys to school dances, or how she faked crushes on male actors to play along with her friends. So she came out.

"I just wanted to live my life, no strings attached," she said.

While she said people are more understanding and accepting that not everyone is straight in today's world, "I think that [male athletes] face a lot more problems coming out because I think society raises or expects most boys to be homophobic."

OPS

The One-Page Shakerite

The First Sacrastic Shakerite Award

is hereby awarded to

Cleveland Winter 2016

as an expression of our "appreciation" for not providing us with a single snowday the entire year.

WHAT I'M SNACKING ON

Zachary Nosanchuk
Lifestyle Editor

In my time at Shaker Heights High School, I've eaten some pretty wacky things, but now I'm here to tell you about my wackiest food of all: Kale cake! This healthy dessert has everything, all the best parts of cake, replaced with all the worst parts of kale! Try it today; you'll thank me later!

3-SECOND MOVIE REVIEWS

BATMAN v SUPERMAN

Expect more destruction, less plot.

TINA FEY
WHISKEY TANGO FOXTROT

Tina Fey attempts seriousness.

MY BIG FAT GREEK WEDDING 2

Is this really necessary?

The Meh List

2016 Election Edition

1. Trump Steaks
2. Trump Magazine
3. Trump University
4. Trump's hands
5. Trump Airlines
6. Trump Vodka
7. Trump Ice
8. Trump: The Board Game
9. Donald J. Drumpf
10. Jeb!

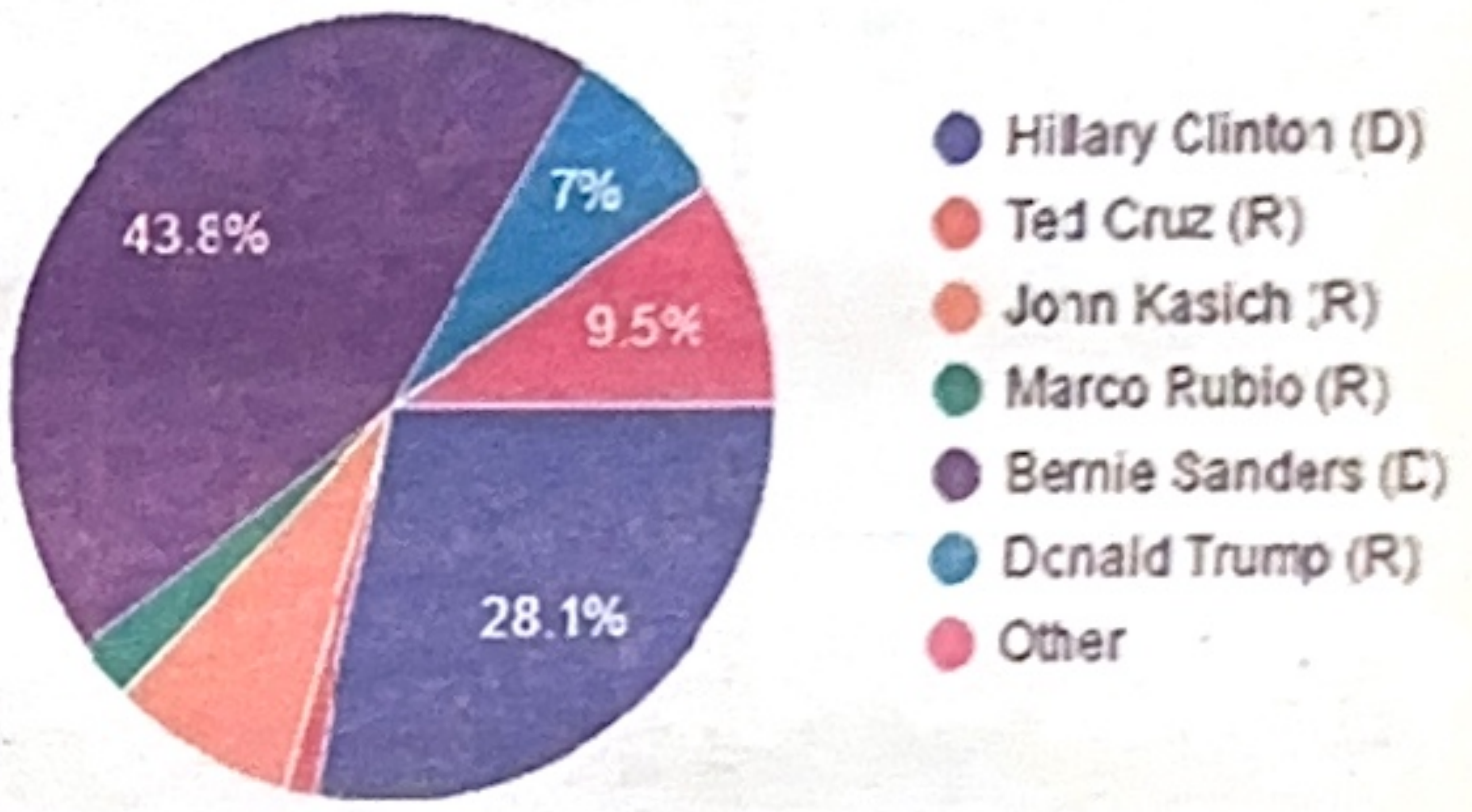
Want to read more stories that will shock, offend and inspire? Want to keep up to date with all the latest news in the Shake?

Visit www.shakerite.com

QUICK SHAKE: 2016 ELECTION

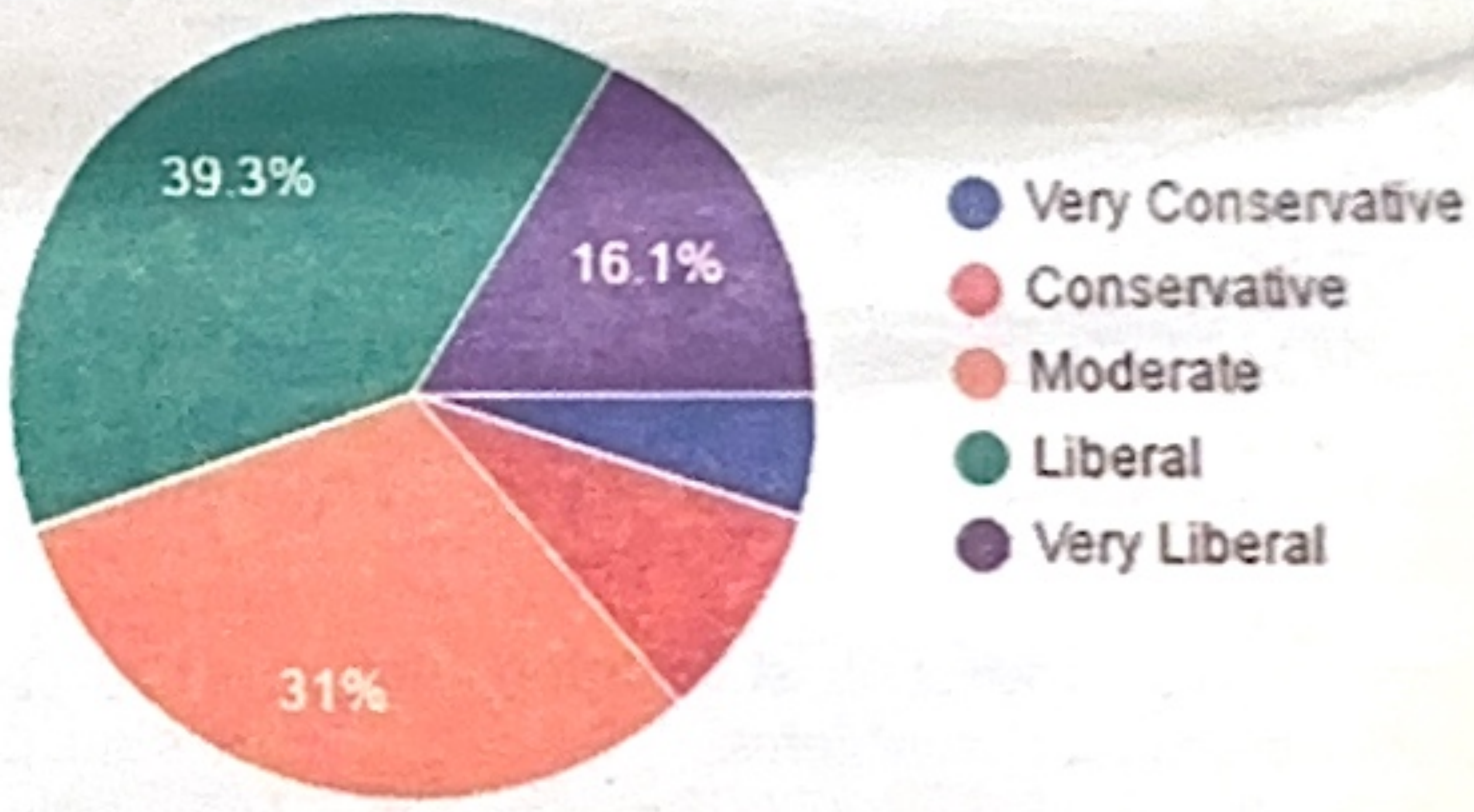
Although most students are not eligible to vote in the upcoming presidential election, they are vocal about their opinions. Vermont Sen. Bernie Sanders would achieve an overwhelming victory at SHHS. Now-defunct Florida Sen. Marco Rubio barely tallied more votes than Texas Sen. Ted Cruz, who was definitively the least favorite Republican candidate among survey respondents.

SHHS Candidate Breakdown



Notable inclusions in the "other" category include: Paul Kelly, Kanye West, Roque "Rocky" De La Fuente and Eric Babcock.

SHHS Voter Breakdown



Cheers and Jeers

Cheers to Shaker's now-eligible-to-vote seniors. The number of "I voted" stickers around the school was heartening.

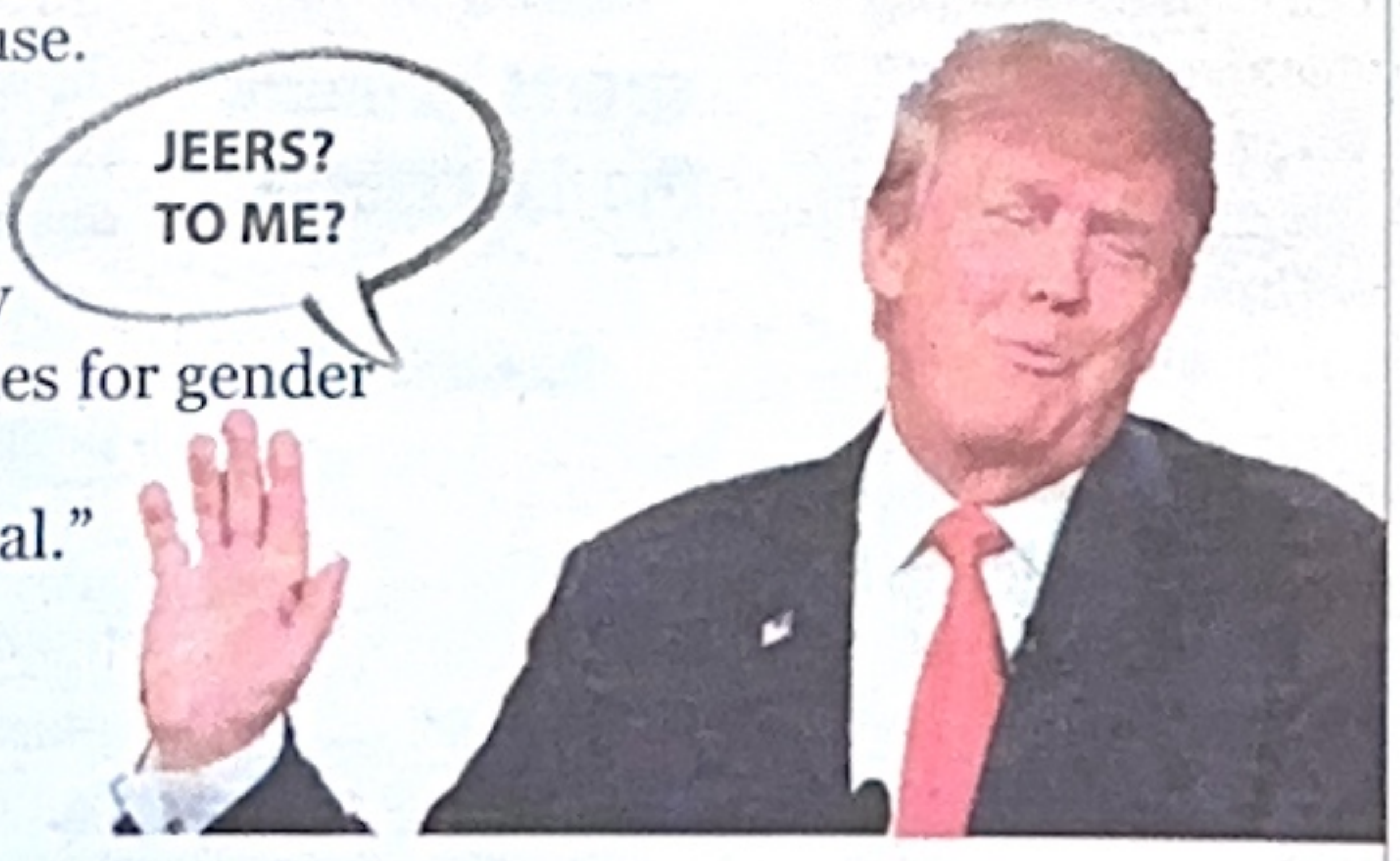
Jeers to the massive drop in Ohio democratic voter turnout since 2008. Come on guys, pick it up a bit.

Cheers to Shaker students who peacefully protested the Trump rally in Cleveland and stood strong despite abuse.

Jeers to Donald Drumpf. Always.

Cheers to Samantha Bee, the only female lateshow host, who crusades for gender equality and roasts presidential hopefuls on her show, "Full Frontal."

Jeers to comedians everywhere, who have milked the presidential election dry.



Heard in the Halls

"I'm a baguette!"

Feb. 24, 1 p.m.

"I wish Jesus could write my recommendation

Feb. 4, 3 p.m.

"I am not Naruto. You know I can't jump this."

Feb.29, 7 a.m.

"The morning announcements were really scary today."

March 17, 2 p.m.

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